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ABSTRACT

This handbook outlines a variety of the strategies that the Salem Public School District in Oregon used to actively involve citizens in governing their school system through community schools. Emphasis is placed on successes, failures, and principles of the community-based problem-solving and decision-making activities which the Salem School District has encountered since it began receiving federal funds through the Community Schools Act in 1974. Section One describes citizen involvement in Salem. The problems faced have been various. One major problem has been that many community school coordinators have barged into communities with their programming expertise and implemented their own community school model centered around the community school advisory council. Another major barrier to active citizen involvement was a block of city leaders who could be described as preferring that major decisions be made on a golf course. Two final major barriers were the lack of clear purpose given to the early citizen groups and the lack of skills on the part of staff to nurture development once citizens did start to get involved in decision making. These problems were met through a six month training project for staff in process facilitation and orientation and training opportunities for citizen groups. Section Two, which comprises the bulk of the handbook, describes the activities of the "Community Leadership Workshop," develops a work plan for starting the "Ideal Community School," and presents an eight step planning process model to help participants make decisions about when, where, and to whom community schools should invest their energy and time. Recommendations for professionals in community education based upon Salem's experience are also included. (Author/RM)

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COMMUNITY EDUCATION PROVEN PRACTICES

CITIZEN PARTICIPATION

Federally Funded Local Community Education Projects

Developed through a grant awarded to Salem Public School District 24J, Salem, Oregon.

William J. Liebertz
Gregory D. Hansen
David K. Dickson

Funded by the U.S. Office of Education under Title IV, Section 405 of the Education Amendments of 1974 (P.L. 93-380) "Community Schools Act."

August 1980

U.S. Department of Health, Education and Welfare
Office of Education

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CITIZEN PARTICIPATION

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FOREWORD

July, 1980

Dear Citizen Involvement Advocates:

It is a real pleasure for me to introduce you to this citizen participation handbook. I feel particularly honored that the Salem School District was chosen as a model community school site by the United States Office of Education and that we were asked to share our experiences in citizen participation with others.

Our commitment to citizen participation has grown and matured during the past years. I believe that my job as Superintendent of Schools is to manage a most important public corporation. Inherent in that belief is the need to listen to the owners of the corporation and comply with their wishes. Community schools provide us with an excellent vehicle through which that involvement can happen.

This is not to say that every citizen in Salem is consulted on every decision. It is not to say that advisory committees tell principals, the School Board, or the Superintendent what to do. It is to say that each of us cares very much about how our patrons are feeling and believes that we can do our jobs more effectively by involving them in planning, decision-making, and evaluating.

At first glance, these statements may seem to contradict each other. I don't believe they do! I believe that too often the governing bodies and chief executive officers of local units of government lose touch with their patrons. What the community wants and how patrons feel is ignored and discounted with charges of "they just don't understand." Major decisions are made with very limited data and little attention to how that data will be received and implemented at the local level.

My experience is that citizen committees can serve, collect data, synthesize information, and make recommendations on many, many issues which influence local schools and the district. There are many different ways to solve a problem and our citizen groups often help us identify ways to get the job done which are more effective and sometimes represent major changes we would not have developed.

This handbook outlines a variety of the strategies we've used to actively involve our patrons in governing this school system through community schools. All of our attempts have not been successful, but we're continuing to grow in this partnership and the results are impressive. The owners of this corporation know they own it, and more and more of them are helping us set its direction.

The authors of this publication have done an admirable job of outlining our successes and failures and the principles we use as we move forward in this exciting endeavor. All three authors have played essential roles in most of

these efforts, and they offer suggestions so that you might learn from our attempts.

Good luck involving citizens in your community schools. It is the most important challenge facing us in the eighties.

Sincerely,

WILLIAM M. KENDRICK
Superintendent

ABOUT THE AUTHORS

WILLIAM J. "SKIP" LIEBERTZ is Executive Assistant to the Superintendent for Community Relations for Salem School District 24J. He supervises the Community Relations Department which includes community schools, public information, volunteer services, citizen involvement, and several other community services.

Liebertz has worked for Salem Public Schools for five years. Previously, he was Assistant Director of the Northwest Community Education Development Center, Assistant Professor in Community Services and Public Affairs at the University of Oregon, and a Community School Coordinator in Eugene and Sisters, Oregon. He is a member of the National Community Education Association Board of Directors and he received its 1978 Community-wide Leadership Award.

GREGORY D. HANSEN is Citizen Involvement Coordinator for Salem Public Schools. He provides support and assistance to district citizen groups and staff, including training, problem-solving, and technical assistance.

During Hansen's four years of work with Salem Public Schools, he has been a Community School Coordinator at Richmond Elementary School, a federally funded community school. Before that, he served as a Home Care Coordinator for Clark County, Washington, and Director of Community Education in Camas, Washington. Hansen is a member of the Oregon Community Education Association Board of Directors.

DAVID K. DICKSON is Community Development Supervisor for Clackamas Community College in Oregon City, Oregon. He supervises five community development coordinators serving five rural communities.

Dickson was a Community School Coordinator at Four Corners Community School in Salem for four years. His earlier experience includes a stint as a VISTA community organizer. Dickson also served on the Oregon Community Education Association Board of Directors.

ACKNOWLEDGEMENTS

This handbook represents the combined efforts of more than just the three individuals listed as authors. Important contributions were made by other people.

Mark Millemann, a private organization development and management consultant, helped draft one part of the handbook. His assistance with various citizen involvement activities within Salem Public Schools has been extremely valuable during the past four years.

Franki Heinecke, office manager, played a major role in revising materials and coordinating the typing, graphics, and printing of this handbook.

Debbie Osman, communications coordinator, skillfully edited the handbook text.

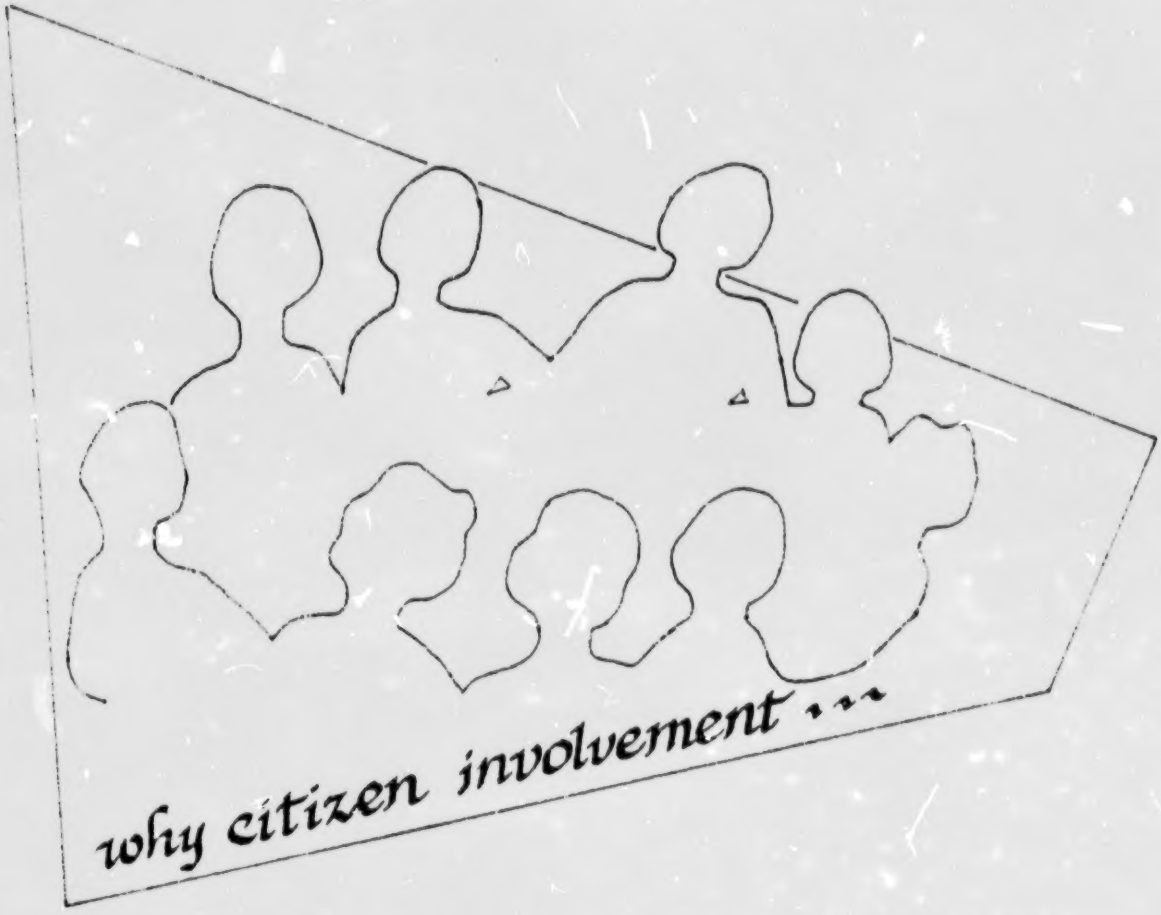
Sharon Rollins, office assistant, did a superb job of typing a rough draft of the handbook.

Jackie Vincent, graphic artist, developed the graphics.

Salem Public Schools' Correspondence Center and Print Shop staff, supervised by Millie Barney and Bill Jackson rospectively, typed and printed the final handbook. Their excellent ongoing support is a tremendous assistance to the department.

Finally, the various local and district-wide citizen groups, the School Board, and administration continue to provide strong support and leadership to citizen involvement in Salem Public Schools. Without this guidance and assistance, our efforts would become much more difficult.

Citizen Participation



SECTION ONE

Adopted by the
Salem School Board
1974

The six goals of Community Education are:

1. The integration of community resources into the required school curriculum;

2. The extended use of school and community facilities;

3. The development and coordination of optional programs for youth;

4. The development and coordination of optional programs for adults;

5. The coordination and cooperation in service delivery with community agencies; and

6. The active involvement of patrons in community decision-making.

Introduction and Background

Interesting things have been happening in community education in Salem, Oregon, over the past few years. A chain of seemingly unique and unrelated events have resulted in something called "citizen involvement." Why? Because people began taking a hard look at Salem's sixth goal of community education, "The active involvement of patrons in community decision-making," and began asking, "What does it mean?"

Exciting things can happen when citizens get involved in deciding what their neighborhoods and city should look like. Exciting things happen when they get involved in making those changes.

For the past four years, Salem School District 24J has received federal funds through the Community Schools Act of 1974 to involve citizens in community-based problem solving and decision-making activities. The purpose of this handbook is to outline some of the strategies used to increase citizen involvement and to explore the strengths and weaknesses of the various approaches used by Salem's community school staff.

The federal community school project at Grant and Richmond Community Schools will be the focus of this handbook. However, many references will be made to the Salem community and the entire community school operation because, throughout the federal project's existence, special efforts have been made to integrate this project into the larger program and community. Any attempt to recapture its successes and failures would be incomplete without mention of the "bigger picture."

The "big picture" involves a school district serving 123,000 patrons and 23,000 students in 48 schools. Sixteen of the elementary schools are designated as "community schools." Basically, this means they have full-time, professionally trained community school coordinators, neighborhood-based citizen groups, and they are actively implementing the six School Board approved community school goals.

Salem is Oregon's capital city, and has often been described as a conservative community. City of Salem community service counselors serve 17 neighborhood associations within the city limits, and the Cooperative Extension Service funds a community development specialist serving a three-county area. School District Superintendent Bill Kendrick is a nationally recognized figure in community education, and school board members individually and collectively have consistently given the program strong support.

With this kind of commitment from school district officials, the City of Salem, and the Cooperative Extension Service, one might assume that fertile ground had already been plowed for citizen participation.

This is only partially the case. One major problem has been that many community school coordinators have barged into communities with their programming expertise and implemented their own community school model centered around the community school advisory council.

Another major barrier to active citizen involvement was a block of city leaders who could be described as preferring that major decisions affecting local governments be made on the golf course. Community school advisory councils, neighborhood associations, and local school advisory committees initially met with hesitant elected officials and administrators who looked to the old guard for guidance on key matters. As advisory committees began dealing with larger issues, a schism became more obvious.

A final major barrier was the lack of clear purpose given to the early citizen groups. Most governmental bodies that formed advisory committees did so for political or public relations value; their roles were usually defined as "to give advice and support to the parent body." This led to confusion, frustration, and setbacks.

But, after staff and citizens got past the embarrassment of looking at each other and wondering why they were meeting, some interesting things started to happen. They began questioning the traditional community school advisory council model and looking around for new ideas. They studied other models of community school advisory councils and, after sharing these models with other groups, worked within their own communities with other citizen leaders to design the most effective models.

Coalitions formed. Groups became more action-oriented. Issues began taking priority over structure. Traffic safety, urban growth, the school budget, curriculum, and other issues became fair game for involvement. As local school advisory committees merged with community school advisory councils, educational issues began to draw a wider audience of interested community residents.

Another problem emerged. When citizens started getting more involved in decision-making, the staff realized that they didn't have all the skills necessary to nurture development.

The community school staff in Salem began refining their skills with a six-month training project in process facilitation, sponsored by the Northwest Regional Educational Laboratory and the Northwest Community Education Development Center, through federal community school funds. They studied group process, decision-making techniques, developing group agreements and norms, and creating alternatives to Robert's Rules of Order.

The staff became a team, bound together by trust and common goals. They began to work with a consultant, Mark Millemann, to further refine their process skills. This subject became a major focus for staff training sessions and retreats.

A new problem emerged from the training. It became very obvious that while the staff's skills were greatly improved, the effect on citizen group efforts was limited. The staff needed the training, but <u>so did local citizens</u>!

Because of this need to provide orientation and training opportunities for citizen groups, Salem Community Schools set up a district-wide training program. In 1978, Salem Community Schools teamed up with Salem's Community Development Department to offer Community Leadership Workshops, which dealt with group process and becoming more effective communicators and decision-makers in groups.

The next year, Chemeketa Community College and Marion County Cooperative Extension Service also became involved. That expanded the resources available to the planning committee, and the theme was broadened to include strategies for working more effectively with local government. The workshops were highly successful, involving over 250 Salem area residents. The 1979 Community Leadership Workshop is discussed in Section Two of this handbook.

In 1979, it was determined that the school district needed a professional to help train and mobilize its citizen groups and Greg Hansen was hired as Citizen Involvement Coordinator. With this new staff position and more schools seeking community school status, Salem finds itself to have a growing and successful community school program.

When Salem's community school program began in 1970, Its primary purpose was to allow for better use of public school facilities. It has evolved, however, so that citizen involvement and the use of community resources in the curriculum are central purposes of the program.

As each new community school has been developed, a local council has formed to advise the local coordinator and principal on neighborhood needs and program direction. In addition, the School Board formed a District Community School Advisory Committee in 1971, comprising a single representative from each community school advisory council.

Several other developments in the 1970's have influenced the community school program in Salem.

* In 1971, the City of Salem began a neighborhood counselor program to assist each neighborhood association. These people have worked closely with community school staff to coordinate citizen involvement activities.

* In 1972, the Salem School Board approved a citizen advisory committee network which now includes a Local School Advisory Committee (LSAC) at each of our 48 schools and a district-wide Community Relations Advisory Committee (CRAC) that advises the School Board. In the early years, these were separate from the local community school advisory councils, but during the past four years many of them have combined to more adequately represent the district's community school philosophy and to make more effective use of local citizens' time and skills. (School District Guidelines for the CRAC and LSAC's are included in the Appendix.)

* In 1972, the School Board adopted the following policy statement about the role of citizen groups:

SALEM PUBLIC SCHOOLS
Salem, Oregon

Adopted by District School Board
September 26, 1972
Revised July 12, 1977

POLICY STATEMENT

Citizen's Advisory Groups and the School Board

1. It is the policy of the Board to make constructive use of citizen's advisory groups such as the Community Relations Advisory Committee (CRAC), the Local School Advisory Committee (LSAC), the Community Schools Advisory Council, and others as a way to involve the public in the decision-making process.

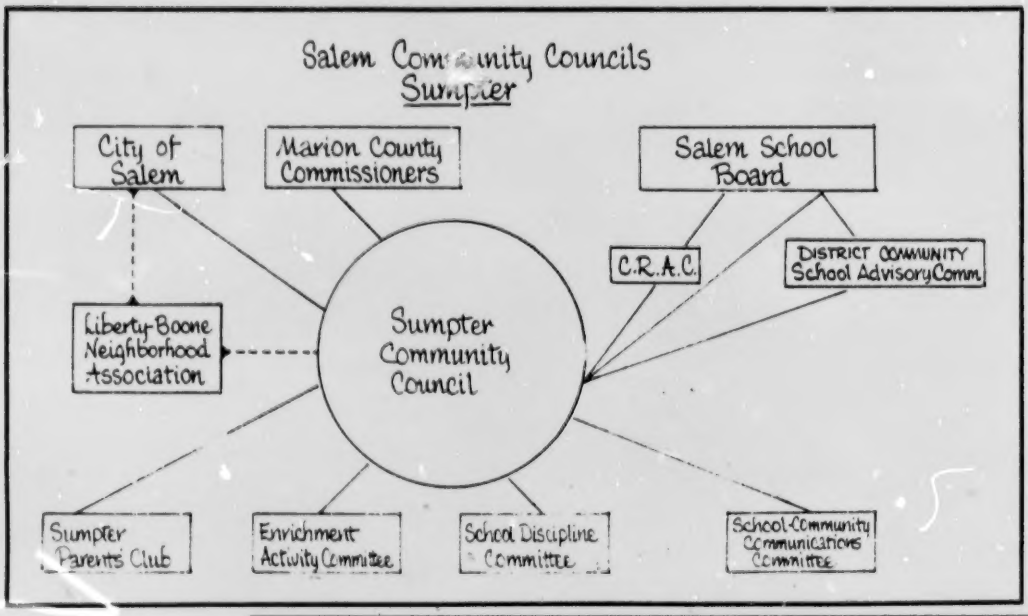
   a. These groups may provide information and make recommendations about educational matters that are of concern to them, but the Board has the responsibility for setting priorities and making policy.

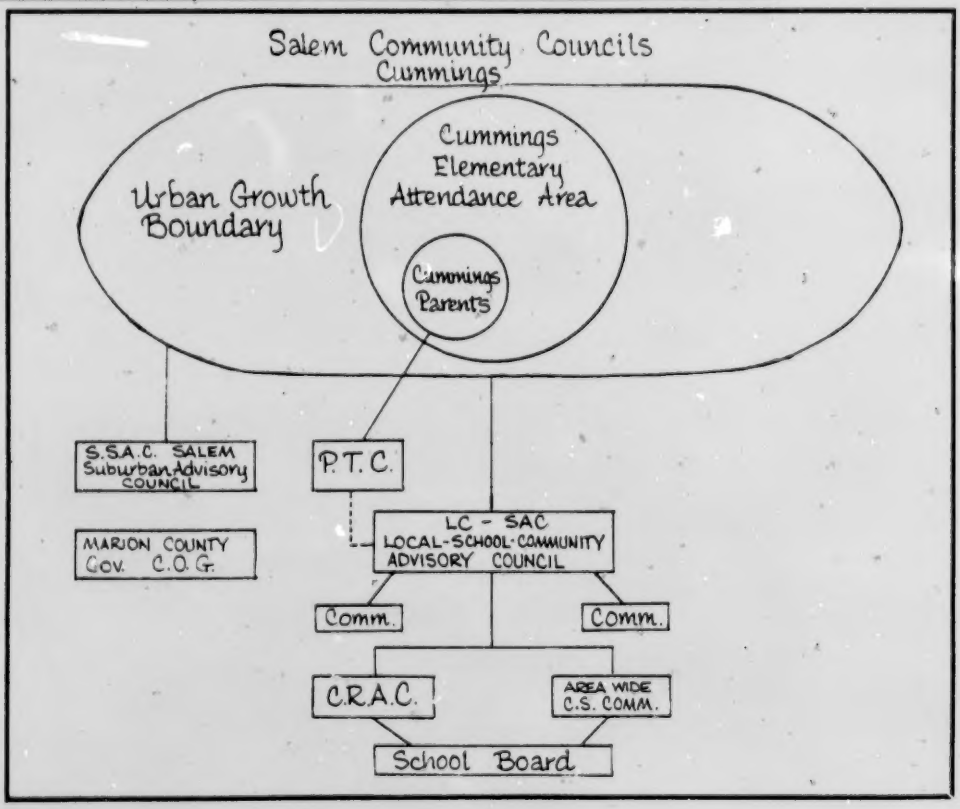
   b. These groups are recognized as responsibly seeking to make independent contributions to the life of the community.

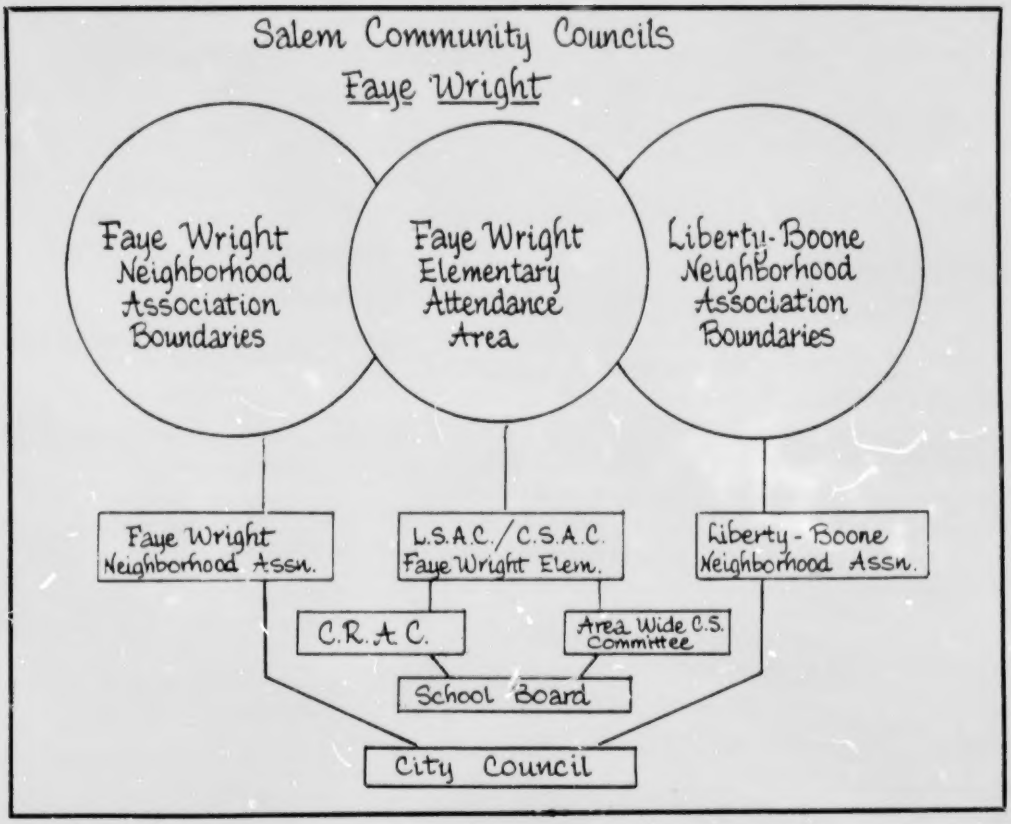
   c. These groups may work with non-school agencies toward the solution of school-oriented problems, recognizing that advisory committees are ultimately responsible to the School Board.

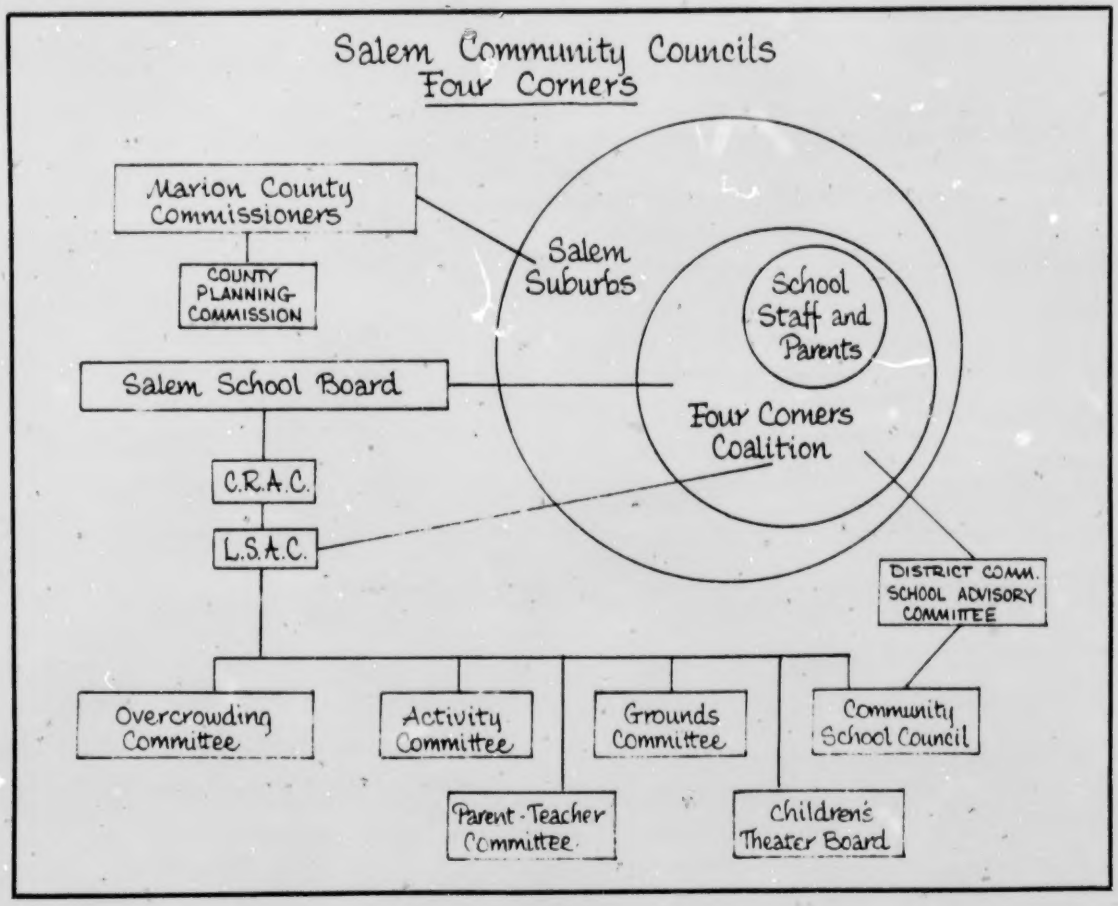
2. It is the policy of the Board that the administration secure input from these groups in an appropriate manner before matters affecting such groups are presented for policy decisions or action.

* In 1974, the local park and recreation department completed a study of citizen advisory committees being created at all levels of the local government and recommended that as many as possible be combined or eliminated. This study has indirectly led to the development of models for citizen advisory groups in Salem. Each is unique to its own neighborhood, and four are graphically displayed here.






Salem Community Councils
Faye Wright
Faye Wright Neighborhood Association Boundaries
Faye Wright Elementary Attendance Area
Liberty-Boone Neighborhood Association Boundaries
Faye Wright Neighborhood Assn.
L.S.A.C./C.S.A.C. Faye Wright Elem.
Liberty-Boone Neighborhood Assn.
C.R.A.C.
Area Wide C.S. Committee
School Board
City Council


Salem Community Councils
Four Corners
Marion County Commissioners
COUNTY PLANNING-COMMISSION
Salem School Board
C.R.A.C.
L.S.A.C.
Salem Suburbs
School Staff and Parents
Four Corners Coalition
DISTRICT COMM. SCHOOL ADVISORY COMMITTEE
Overcrowding Committee
Activity Committee
Grounds Committee
Community School Council
Parent-Teacher Committee
Children's Theater Board

* In 1976, the Salem School District received a federal community school grant to develop citizen involvement models that would demonstrate effective ways of involving citizens in schools and neighborhoods. That grant has been renewed for three years now and this handbook is one product of the grant's final year.

* In 1976-77, the Northwest Community Education Center at the University of Oregon received a federal Community School Act grant to train community school coordinators as process facilitators. Two Salem staff members served as "lead trainers," and the entire community school staff participated in a six-month training project. It was co-sponsored by the Northwest Regional Educational Laboratory in Portland, Oregon.

* In 1977-80, the School District sponsored training opportunities for staff and citizens. These activities have frequently been offered in cooperation with other agencies involved in community development. The training activities included the 1979 Community Leadership Workshop which is cited in this handbook.

* In 1979, one of the co-authors of this publication, David Dickson, was awarded a traineeship through the Northwest Community Education Development Center and the C. S. Mott Foundation to focus on community schools, community development, and their relationship with each other. Several of the ideas gleaned from that experience are in this text.

All of these experiences have helped move Salem Community Schools into serious discussions about community development. We have not had to develop citizen groups to fight a public uprising against community education, and few Salem officials have faced angry mobs of community-minded organizers. Thus, we cannot say for sure whether our relative harmony is the result of the effective work of officials or a lack of citizens interested in becoming involved. Despite the lack of direct need for citizen groups to resolve conflicts, many minor events lead us to believe that the development of citizen groups has been useful and effective. We'll describe some of these events later.

Do we sound defense about why citizen involvement has developed in Salem? If we do, perhaps it's because community development literature is full of warnings that when citizen involvement takes place with the support and financial backing of an agency, often the results lean away from the needs of <u>people</u> and toward the needs of <u>agency</u>. The literature says, "Fulfill mandated citizen involvement guidelines," "Get input on the delivery of services," and the list is endless.

The Institute for Responsive Education suggests that throughout the nation school advisory councils have not been used effectively in educational decision-making. Community school professionals sometimes get so busy delivering a "program" that they lose sight of involving citizens in the "process" of shaping a community school or, better yet, a community.

Based on a sense that community educators might be overlooking or misunderstanding one of the more important potentials of community schools, this manual attempts to outline what some of that potential involves and how others might approach this whole area of citizen involvement. We discuss both successes and failures so others may design strategies for their own question, "What in the world is citizen involvement?"

* Is it the maintenance and growth of a community school council?

* Is it involving people of all ages in the schools at all hours of the day?

* Is it organizing around political issues and acting as a citizen advocate?

* Is it teaching groups of people to develop community self-sufficiency?

* Is it training staff and citizens so they can be more effective?

Before getting into these citizen involvement issues, several terms may need defining.

DEFINITIONS

CITIZEN INVOLVEMENT: "Individuals are responsible for defining the roles and establishing criteria for quality performance."

From "What is Citizen Participation?" by James B. Cook.

CITIZEN PARTICIPATION: "Government cannot and should not dictate to citizens the focus their participation should take. It should, instead, attempt to put the resources for effective participation into the hands of citizens."

From "Citizen Participation," Volume 1, No. 1, Sept./Oct., 1979

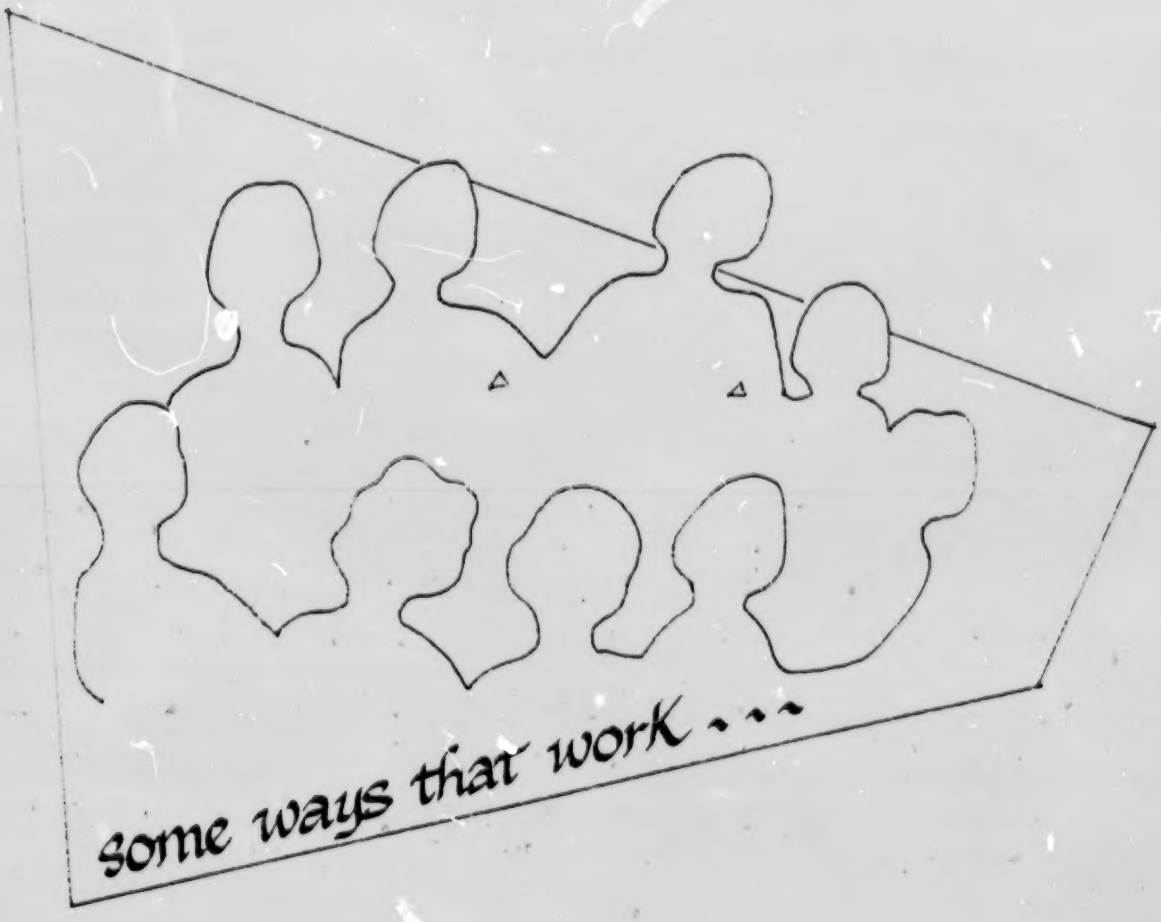
COMMUNITY DEVELOPMENT: Community development is a process in which people organize themselves for planning and action, define their common and individual needs and problems, make group and individual plans to meet these needs using community resources, and supplement these resources when needed with services and materials from governmental and non-governmental agencies outside the community.

Paraphrased from "Community Development Defined" by Louis Miniclier, The Community Development Review of I.C.A., No. 3, December, 1956.

PROCESS: A series of events planned by participants to serve their chosen goals. Events may cause changes in the group's and individual's growth in social sensitivity and competence.

Paraphrased from "The Community Development Process" by Biddle and Biddle.

Citizen Participation



SECTION TWO

Introduction

This section provides examples of how citizen participation has increased in Salem during the last four years. Included are descriptions of four major activities and brief summaries of others that were used to increase citizen involvement and improve the effectiveness of staff working with local citizens.

Each major activity relates to these questions:

1. How were human and financial resources obtained?
2. Who was involved and how?
3. What particular things did the project leader do during each of the steps?
4. Were special skills or training required?
5. What strategies were developed to ensure continuation of the project?
6. How was the client population involved?
7. What different ways were used to keep the public and staff informed about this citizen involvement activity?

BEST COPY AVAILABLE

1979 Community Leadership Workshop

CONSULTANTS

LEE GREEN
an internationally known trainer with the Vortex Foundation for Interpersonal Development, has provided life skills, communication and leadership training for corporations, organizations and schools.

CHARLES HOSFORD
is an international trainer in organizational development and management training. Besides teaching at various universities, he is a private consultant and trainer with Charles Hosford & Associates from Portland.

MARK MILLEMANN
has served as a private consultant with a variety of groups from both the private and public sections, including teacher center policy boards, school boards, problem solving groups. Weyerhauser, community educators and Title I advisory groups.

RICH ROHDE
has been involved throughout the country since the early 1960's in community organization, both through government sponsored OEO programs and grass-roots from local citizen groups to city community development staff from Portland and Eugene. Currently, he is an organizer for Oregon Fair Share, a statewide citizen action organization.

CLIFF BOLDT
has been a community schoo coordinator at Boundary Community School in North Vancouver, British Columbi for the past four years. Before that, he was a teacher for 15 years and a school adminis ator for 5 years. He is a past president of the North Vancouver Teacher Associates and a current chairman for the B.C. Community Education Association.

BEVERLY BOW & MICHAEL MEREDITH
Michael has worked in the human services field in Oregon has worked as a community developer in Missouri, and has taught courses and served as a community consultant in both Oregon and Missouri.
are with the Institute for Human Community Development.

DONNA ZAJONC
Beverly has worked in the fields of community education, education and human services. She has served as a consultant in community development throughout the State of Oregon.
has a professional background in social services. She is a first-term State Representative.

COMMUNITY LEADERSHIP '79 WORKSHOP TASK FORCE:
SALEM PUBLIC SCHOOLS/COMMUNITY SCHOOLS: DAVID DICKSON (Community School Coordinator); RICK MILLBURN (Community School Coordinator); GREG HANSEN (Citizen Involvement Coordinator); NITA LEIERER (Community Relations Advisory Committee).
CITY OF SALEM/NEIGHBORHOOD SERVICES . . . DONNA HAWLEY
MARION COUNTY EXTENSION OFFICE . . . GREG TILLSON
CHEMEKETA COMMUNITY COLLEGE . . . IRENE MYLAN

The WORKSHOP is being presented as a FREE COMMUNITY SERVICE (other than in the instance of payment for college credit) through the funding assistance of the task force sponsor groups and the State of Oregon Department of Education.

1979 COMMUNITY LEADERSHIP WORKSHOPS

Community Leadership '79 was designed to introduce people to the knowledge, skills, and attitudes necessary for citizens to participate effectively in community and school affairs. The workshops were planned to provide participants, regardless of their past or present level of civic involvement, with tools for implementing effective change in their community.

The workshops were designed so participants would . . .

* Increase their awareness of problems and issues facing Salem and the Mid-Willamette Valley, of which Salem is the center;

* Improve their ability to solve community problems;

* Increase their knowledge of strategies and models for producing change;

* Increase their knowledge and skills in facilitating group communication and maintaining group motivation;

* Increase their knowledge about successful local efforts to influence policy decisions;

* Increase their understanding of governmental processes;

* Observe governmental agencies cooperating to offer community services;

* Strengthen the role of citizens in government and community affairs;

* Learn techniques for becoming effective community leaders; and

* Become more familiar with community decision-makers.

The Community Leadership '79 Workshops were planned and sponsored by Salem Public Schools/Community Schools, City of Salem/Neighborhood Services, Chemeketa Community College, Marion County Extension Office, and the Oregon Department of Education. The workshops were held on five consecutive Thursdays between October 4 and November 1 from 7 to 10 p.m. at Chemeketa Community College.

A task force with representatives from all of the agencies above, except the Oregon Department of Education, organized these workshops on a three-phase process: group process skills, strategies for effective change, and a forum with policy-makers on local issues.

The total budget of the Community Leadership '79 Workshops was $2,847.80. The revenue and expenses were:

a.	Consultants (includes fee, transportation, lodging, meals, printing)		$1,722.80
b.	Bus rental		100.00
c.	Publicity		800.00
	- Graphic artists	300.00	
	- Printing	300.00	
	- Postage	200.00	
d.	Supplies		150.00
	- Instructional Materials	$ 120.00	
	- Refreshments	30.00	
e.	Facility rental		75.00
			$2,847.80

Staff time for planning, organizing, conducting, and evaluating the five workshops is not reflected in this budget.

Revenue came from these sources:

a.	Oregon Department of Education (for consultant fees and expenses only)	$1,035.50
b.	Salem Public Schools	337.30
c.	City of Salem	600.00
d.	Chemeketa Community College	475.00
e.	Marion County Extension Office	200.00
f.	Keizer Kiwanis	50.00
g.	Salem Jaycettes	50.00
h.	University of Oregon (D.C.E. tuition reimbursement)	100.00
		$2,847.80

A major publicity campaign promoted the Community Leadership '79 Workshops:

a. Brochures were distributed to all school, city, county, and community college citizen groups.

b. Posters with the same cover design as the brochure were distributed to key locations throughout Salem.

c. Superintendent William M. Kendrick sent a memorandum to all district committees, staff, and administrators encouraging them to attend the workshops.

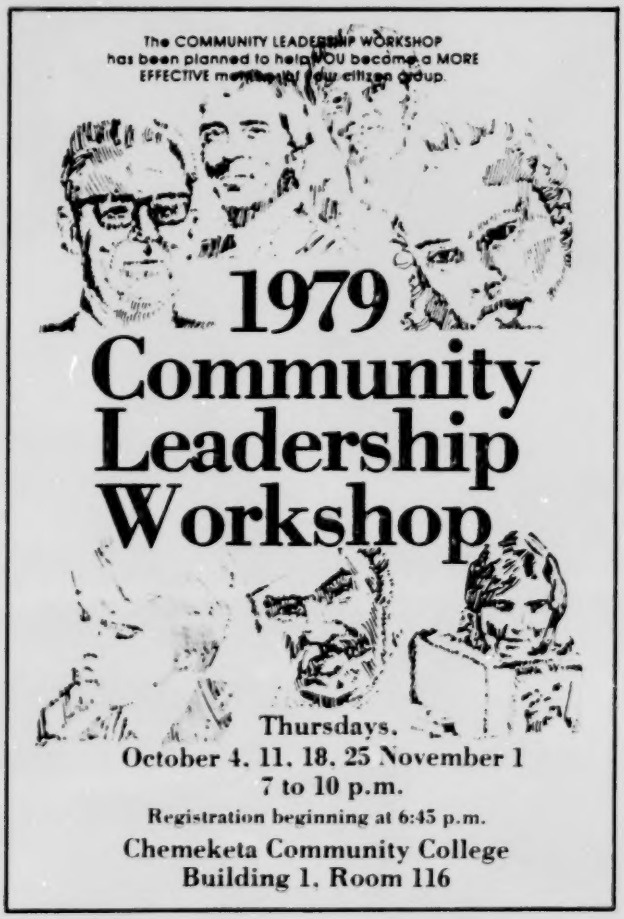
d. Salem Mayor Kent Aldrich sent a letter to all neighborhood associations, city groups, and staff informing them about the sessions.

e. The local newspapers ran a major feature article, plus weekly workshop notices.

f. Local radio stations ran public service announcements about the workshops.

g. Articles were included in school and neighborhood newsletters.

h. Person-to-person contact also publicized the workshops.



College credit for the Community Leadership '79 Workshops was available to participants. Lower division credit was offered at Chemeketa Community College at a cost of $30 for two credit hours. About 20 participants took advantage of this option.

The University of Oregon's Division of Continuing Education offered one unit of upper division or graduate credit for $25. Ten people registered for this university credit.

COMMUNITY PARTICIPATION AND LEADERSHIP WORKSHOPS

Salem, Oregon
October 4, 11, 18, 25, and November 1, 1979

*******UNIVERSITY OF OREGON COURSE CREDIT*******

COURSE TITLE:	Community Participation and Leadership
INSTRUCTOR:	David A. Santellanes and Staff
UNDERGRADUATE COURSE NO.:	CI 407
GRADUATE COURSE NO.:	CI 407G
CREDITS:	One (1)
GRADE OPTION:	Pass/No Pass Only
FEE:	$25.00
CHECKS PAYABLE TO:	Community Relations Department
COURSE REQUIREMENT:	Registrants must attend all five (5) workshops and prepare a reaction paper pertaining to the overall workshops' format and content. This paper must also present a brief plan on how registrant will use the workshops' content in his/her community. This paper must be submitted to the instructor by November 20, 1979. Forward reaction paper to:

Dr. David A. Santellanes, Coordinator
Northwest Coalition for Community
Education Development
University of Oregon
1724 Moss Street
Eugene, Oregon 97403

BEST COPY AVAILABLE

SPONSORED BY:
Salem Public Schools/Community Schools
City of Salem/Neighborhood Services
Marion County Extension Services
Chemeketa Community College

INTRODUCTION

For several years, a task force, composed of representatives from city, county, schools, and neighborhood organizations, has cooperated to bring you trainers who have worked on a local, regional, national and international level to help citizens participate and accomplish tasks more effectively in community groups.

The scope of this year's WORKSHOP covers important areas of special concern as you will see in the AGENDA.

PRE-REGISTRATION:
If you wish to attend one or more of the five evening sessions, please return the pre-registration form in the perforated section on the far right by SEPTEMBER 27.

COLLEGE CREDIT:
If you wish to obtain TWO UNITS of transferable college credit, please check the box on the registration form as indicated. Registration for credit will take place the first evening at the door, and tuition will be $15.00 per unit of credit, or $30.00 for the course titled: COMMUNITY PARTICIPATION AND LEADERSHIP.

TRANSPORTATION:
You may park at PRINGLE PLAZA where a bus will leave at 6:30 p.m. for Chemeketa Community College.

Should you need CHILD CARE at Chemeketa, contact LORI CAMPBELL at 399-5139.

For FURTHER INFORMATION, contact DONNA HAWLEY, City of Salem, 588-6173.

We hope you will join us in this opportunity to learn more about COMMUNICATION SKILLS, GROUP AWARENESS, UNDERSTANDING OF HOW GOVERNMENT OPERATES and STRATEGIES FOR EFFECTIVE CHANGE.

AGENDA

October 4— COMMUNICATION/MOTIVATION

LEE GREEN will kick off the LEADERSHIP TRAINING with the beginning session on communication styles and their importance in leadership, group dynamics and citizens working together.

October 11 — TEAM WORK

CHARLES HOSFORD. Subjects of this session will include: How to give citizens a sense of ownership in their group; keeping interest high; getting things done; how leaders motivate and avoid burnout; and techniques for running effective meetings.

October 18 — STRATEGIES & MODELS FOR EFFECTIVE CHANGE

ISSUE-ORIENTED COMMUNITY ORGANIZATION:

RICH ROHDE will discuss how to involve citizens in taking action on NEIGHBORHOOD issues. Specific areas: Identifying issues; taking the first step; Understanding power and its use; Organizing for effective action; Negotiating and evaluating organization efforts.

THE DEVELOPMENTAL APPROACH TO COMMUNITY BETTERMENT:

MICHAEL MEREDITH & BEVERLY BOW will provide an understanding of why citizens do or do not become involved; Why community projects succeed or fail; and of the long and short-term benefits of citizen participation.

SHARED DECISION-MAKING IN SCHOOLS:

CLIFF BOLDT will devote the first part of this session to presenting the Boundary Association (British Columbia) model for shared decision-making between teachers, administration and community. Specific areas: Relations of Boundary Association to school board, curriculum development, school goals, budget development and school policies. Second part of session: Questions/Answers; Small groups working toward developing strategies.

HOW TO PLAN AND RUN A POLITICAL CAMPAIGN:

DONNA ZAJONC, State Representative.

October 25 — ISSUES/PROBLEM-SOLVING

MARK MILLEMANN will focus on practical problems in involving citizens in budget processes, mass transit and school discipline – in the Salem area. He will work with a group of co-facilitators to introduce systematic problem-solving techniques. Small groups will clarify the nature of the problem, develop action plans to work toward resolution. Ideas generated will be used during the NOVEMBER 1 session with policy-makers.

November 1 — PANEL DISCUSSIONS/HOW CITIZENS CAN WORK WITH LOCAL GOVERNMENT.

Moderator: DOUGLAS MC GREGOR Chemeketa Community College: Wayne Feller
Salem School Board: GRACE THORPE Salem City Council: PETER COURTNEY
Marion County: HARRY CARSON State of Oregon Legislature: L. B. DAY

SMALL GROUP DISCUSSIONS/
with Policy-Makers on issues, such as:

SOLID WASTE MANAGEMENT, MASS TRANSIT, FINANCING GROWTH, LAND USE PLANNING (Role of City & Schools), CITIZEN INVOLVEMENT IN BUDGET PROCESS, CURRICULUM, DISCIPLINE, Kindergarten

In general, evaluation comments about the workshop were good. Respondents felt it was very worthwhile and noted they would like to see a similar activity in the future. The evaluation was made in two categories: (1) individual session evaluation--quantitative and subjective comments; and (2) overall workshop evaluation. The following information summarizes the overall workshop evaluation. A complete report on the individual sessions is available on request.

When participants were asked, "What was it you expected and didn't get?," the responses: (1) skill development; (2) more specific local problems; (3) more varied input; and (4) greater consideration about social concerns.

Participants at the last workshop completed an evaluation which is summarized here.

- Are you a member of:
  - 17 Local School Advisory Committee
  - 7 Community School Council
  - 29 Neighorhood Association
  - 6 Marion County Extension Group
  - 1 Chemeketa Advisory Committee
  - 34 Other (Community Relations Advisory Committee, Bicycle Council, City Council Staff, two Library Board Students, Private School Board, and 24J School Staff)

- Please indicate which session(s) you attended:
  - 51 Session I, October 4, "Communications/Motivation"
  - 54 Session II, October 11, "Team Work"
  - 51 Session III, October 18, "Strategies and Models for Effective Change"
  - 52 Session IV, October 25, "Issues/Problem-Solving"
  - 78 Session V, November 1, "Panel Discussions/Small Group Discussions: How Citizens Can Work with Local Government"

- "How helpful were the following during the workshop? (Circle the number which represents your opinion.)"

(Note: The number of responses is indicated in parenthesis above each number on the scale.)

	Not Helpful			Somewhat Helpful		Very Helpful		Average Response
Handouts:	(1) 1	(1) 2	(2) 3	(11) 4	(18) 5	(15) 6	(14) 7	5.34
Location and Setting:	(3) 1	(1) 2	(9) 3	(11) 4	(17) 5	(17) 6	(15) 7	5.04
Workshop Organization and Registration Procedure:	(1) 1	(2) 2	(3) 3	(13) 4	(16) 5	(16) 6	(27) 7	5.70
College Credit:	(12) 1	2	3	(4) 4	(3) 5	(4) 6	(16) 7	4.59
Free Child Care:	(16) 1	2	3	(1) 4	(1) 5	(3) 6	(6) 7	3.15
Free Bus Transportation:	(15) 1	(1) 2	(1) 3	(1) 4	5	(8) 6	(9) 7	3.86
This Workshop in General Compared with Others You Have Attended:	(2) 1	2	(3) 3	(6) 4	(14) 5	(16) 6	(7) 7	5.21

- "Please answer the following questions as they relate to the workshop:"

* "Do you feel that the five three-hour sessions were:"
  4 Not long enough
  50 About right
  13 Too long

* "The most helpful thing about this workshop was:"

* "What did you expect from the workshop that you didn't get?"

* "Do you feel a need for future community leadership training?"
  61 Yes
  2 No

* "How often?"
  1 Quarterly
  8 Twice a year
  47 Yearly
  9 Every other year

* "What other subject areas would you like to see covered in future sessions?"

39 Communication/decision-making delegation	30 Specific strategies for change
31 Individual motivation	17 How to run an effective meeting
32 Specific Salem issues	13 Citizen power
22 Assertiveness training	24 How local government works in Salem
	1 Role of advisory groups

* Where did you hear about this workshop?

37 Brochure	30 From staff
20 Citizen group meeting	19 News media
14 Word of mouth	4 Other

The Oregon chapter of the American Society for Training and Development was approached about conducting a third party evaluation of the Community Leadership '79 Workshops. Unfortunately, this professional organization was unable to locate any members to assist with this project. It is hoped that future workshops will include an evaluation of long-range effects of such training.

The Community Leadership '79 Workshop task force brainstormed the following recommendations for future training projects at a debriefing session:

* Two or two and one-half hour sessions on four evenings.
* Quarterly all-day Saturday sessions in three sessions.
* Dinner and social after Saturday session.
* Involve decision-makers and administration again!
* Contact newspapers and media earlier.
* More thorough briefing with consultants.
* Make sure we get our money's worth from consultants.
* Use fewer consultants and use them over a longer period of time (e.g., over three sessions possibly).
* Offer different levels of training (beginning and advanced).
* There should be audio-visual reproduction of sessions.
* There should be more audio-visuals during sessions.
* There should be a more central location.
* Design more cross city/group communication.
* Issues in Sessions Four and Five were too general and poorly focused.
* Task force members should have been more involved in facilitating Sessions Four and Five.
* Avoid frantic room arrangements before sessions.
* People couldn't see well in Session Five.
* Sound system poor.
* More specific strategies for participants.
* More handouts. We should give our resource people specific deadlines for submitting handouts for duplication.
* There should be a recap of sessions and information sent out to participants.
* Combine Community Leadership Workshops with Community Relations Advisory Committee Workshop.
* Explore Community Leadership Academy with local Chamber of Commerce.

The Community Leadership Workshop proved to be an extremely successful opportunity for school and community leaders to improve their skills and knowledge. Based upon the participants' evaluations, a need for additional training exists. The task force has begun to develop training activities for 1980. Hopefully, future training programs will enjoy at least the same success as Community Leadership '79.

A task force is presently examining alternative training programs to meet the diverse needs of citizen groups, neighborhood associations, and civic leaders. They intend to offer basic and advanced training programs, and to explore the potential of an ongoing Leadership Academy with the Salem Area Chamber of Commerce as sponsor. The task force also plans to form learning groups to explore the intricacies of group problem solving, decision-making, conflict management, and communication skills, and to discuss local problems and issues. Finally, the task force hopes to encourage agencies and organizations to combine training activities whenever possible.

COMMUNITY SCHOOL TASK FORCE

A special Community School Task Force met during the months of April and May, 1980, to deal with potential funding cuts in Salem's community school program. The purpose of the section is to explain why the task force was formed and what it resolved.

In late January, 1980, Marion County officials notified the Salem School District that because of some heavy investment losses, the district could potentially lose $7 million from the County investment pool.

The Salem School District immediately put a freeze on all hiring, construction, and non-essential buying in an effort to reduce expenditures as much as possible. But this was not enough. Seven million dollars could not be recovered by mere belt-tightening procedures. Therefore, the district decided it had to approach the voters for additional revenue or had to cut programs and positions. The Superintendent and his Executive Council met for several weeks to evaluate the alternatives available.

At the district School Board meeting on April 8, the Superintendent recommended to the Board three options for dealing with the investment loss. The options ranged from asking the voters to approve another levy for $7 million to cutting $7 million in programs and positions. Each program and position that was not mandated by federal or state law was reviewed, and the Superintendent's Executive Council developed a list of funding cuts based on it. The Superintendent then conducted seven city-wide town hall meetings and one all-district staff meeting to collect information on what the public and staff determined to be the priorities for making the cuts.

Salem's community school program did not make it through the intensive review process unscathed. Included on the list of potential cuts was $150,000 of community school revenues, which represented approximately one-third of the community school budget. The decision about exactly what community school services would be cut was not made at that time.

Shortly after the "cut list" was made public, Joyce Preis, the Chairperson of the District Community School Advisory Committee, and Skip Liebertz, the district's Executive Assistant to the Superintendent for Community Relations, formed a special Community School Task Force to recommend to the Superintendent and School Board the most effective and logical ways to deal with the proposed cuts. The composition of the task force was 1) six members of the District Community School Advisory Committee, 2) four community school coordinators, 3) three community school principals, 4) one central administration staff member, and 5) one person from the Oregon Community Education Development Center.

The charge of the Community School Task Force was to:

1. Examine the present Salem community school model;
2. Review all available program model alternatives;
3. Develop a new model or reaffirm the existing model;
4. Develop a $150,000 program reduction proposal based on the model selected;
5. Develop and approve a process to be used for evaluating the 18 affected community school programs in order to identify the 2.5 program cuts.

At the initial task force meeting, the members brainstormed the following nine community school program models and discussed the pros and cons of each model:

1. Single elementary school model.
2. Multiple elementary school model.
3. Junior high/middle school model.
4. High school model.
5. Coordinator work from a central location and provides information/resources to a number of schools.
6. A combination of #1 and #2--this involves two coordinators responsible for the same schools, but each coordinator specializes in a different program area.
7. Outside agency model.
8. Nine-month model.
9. Half-time coordinator model.

As a result of reviewing the nine models, the following values or elements were determined to be critical in a community school program:

1. Develop and maintain community support for the program.
2. Involve people who don't usually get involved (senior citizens, nonparents).
3. Involve the community school coordinator as an integral part of the school team.
4. Develop staff commitment to the community school concept.
5. Involve community and business resources in the classroom.
6. Make better use of existing facilities, including use by neighborhood groups.
7. Provide optional recreational programs for children.
8. Provide optional educational programs for children during school and after-school hours.
9. Provide optional programs for adults during their leisure time.
10. Promote a positive attitude about lifelong learning.
11. Provide free and/or low-cost programs.
12. Provide programs that are accessible to neighborhood residents.
13. Operate a summer program.
14. Provide a Rent-a-Teen Program for employment of youth.
15. Increase agency services delivered at the neighborhood level.
16. Provide opportunities for children and adults to be involved in community leadership (structured: classes, training sessions; unstructured: task forces, advisory committees).
17. Provide general citizen participation.
18. Develop a sense of community.
19. Involve residents in community problem-solving (mobilization and awareness).
20. Increase school/community communication.
21. Emphasize the shared responsibility for the education of children.

As a result of reviewing the program models and developing the list of absolutely critical values or elements, the task force reaffirmed continued use of the existing program model, which is a single elementary school for each full-time coordinator.

The final $150,000 program reduction proposal made by the task force was:

1.	Cut 2.5 community school programs from the 1980-81 school year budget	$65,000
2.	Place the 1980 eight-week summer community school program on the June 24 levy to be voted on	$50,000
3.	Cut (if absolutely necessary) one community school program from the 1980-81 school year budget	$22,000
4.	Reduce (if absolutely necessary) the community school support budget for the 1980-81 school year	$13,000
		$150,000

On April 22, Al Elkins, chairperson of the task force, presented the program reduction proposal to the School Board. At that time, the task force recommended evaluating each of the 18 programs in order to decide which ones to cut.

As the financial crisis eased because the district's total amount of loss was reduced, the tension and sense of urgency under which the task force had been working diminished. The community school program loss was reduced from $150,000 to $65,000, and the School Board decided that the current level of programs would be carried over to the following year. Therefore, only 2.5 of the 18 community school programs proposed for the 1980-81 school year were to be affected.

With the approval of the Board, the task force continued with the evaluation plan. A subgroup of the task force met with Skip Liebertz to develop a draft which was reviewed, modified, and approved by the task force. Task force members then personally contacted each District Community School Advisory Committee member to gain approval of the evaluation plan.

The purpose of the approved evaluation plan was "to determine strengths and weaknesses of existing community schools and to determine if (1) they are not meeting identified community needs within the six district goals; or (2) the potential for their growth is severely limited. If either of these conditions exists, serious consideration will be given to moving the community school resources at that site to another location."

The timeline for completing the evaluation plan was then scheduled for July 22, with the actual "move" dates to be determined later. The "move" dates (if any) would depend on the recommendations of the evaluation team. The School Board would have to approve any recommendations for change which could include:

1. Immediately moving the community school resources to another location; or

2. Developing specific six-month objectives for a program and then reevaluating the program at the end of the six months. If the reevaluation were not satisfactory, then the resources would be moved to another location.

The evaluation plan approved by the task force included reviewing five sources of information, of which all but the last were normally submitted during the school year.

1. A community school profile describing the program, school, and neighborhood.
2. Program goals and objectives, evidence of citizen involvement, and demographic information.
3. A monthly report summarizing program activities and noting problems.
4. A quarterly statistical report of activities.
5. A single page evaluation of the program submitted by each of the following people: the principal, the council chairperson, and a teacher.

A six-member review panel was formed during June, 1980, including one representative from each of the following groups: 1) Salem School Board, 2) Community Relations Department staff, 3) Community School Task Force chairperson, 4) community school professional from outside the school district, 5) Northwest Coalition for Community Education Development, and 6) community education professional from the State Department of Education.

The following tasks were accomplished by the review panel during June 1980:

1. The documents submitted from each school were analyzed.

2. The strengths and weaknesses of each school were identified.

3. Recommendations for improving each program were made.

4. Overall recommendations about potential program changes were made to the District Community School Advisory Committee and the Salem School Board.

At the time of writing this handbook, recommendations made by the evaluation panel are being reviewed by Salem's School Board.

THe
IDEAL
COMMUNITY
SCHOOL

IDEAL COMMUNITY SCHOOL WORKSHOP

An "Ideal Community School" workshop was held at Grant Community School in Salem on June 12, 1979. More than 80 community school principals, coordinators, school staff, and community members from 14 community schools met to discuss ways to improve their respective community schools during the 1979-80 school year.

The specific purpose of the workshop was to provide an opportunity for teams from Salem neighborhoods to develop work plans for implementing the community school concept for the 1979-80 school year. It was jointly sponsored by the Oregon Center for Community Education Development and Salem Public Schools. Prior to the workshop, a representative task force drafted ten statements considered to be key elements to an "ideal" community school.

In an ideal community school:

1. Every staff member shares ownership and responsibility for encouraging citizen involvement at all levels within the school community.

2. Communication of school and community matters occurs consistently with community members throughout the year.

3. Every staff member shares the responsibility for making students, parents, and community members feel comfortable in their building.

4. Volunteers working in classrooms are considered an integral part of the education team.

5. The goals of community education are integrated into the mission of the entire school.

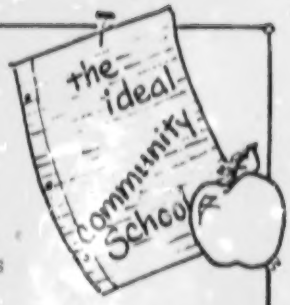
6. Parents and teachers develop a shared responsibility for the education of children.

7. The principal shares a leadership role with the coordinator in seeing that the community school concept is carried out.

8. The community school coordinator is an integral part of the school staff.

9. School facilities are available for school and community activities.

10. Programs and services are coordinated to meet the needs of patrons of all ages in the community.



The specific purpose of this section is to organize and present the ideas and strategies generated by the various community school teams at the workshop. The format for the workshop provided for a three-phase program: (1) "role-alike" grouping, (2) group presentations, and (3) work plans developed by community school teams to meet the ideal statements.

Role-alike Grouping

The role-alike session brought together people who shared similar jobs in community schools. During this session, these role-alike groups were formed: community people, principals, school staff, and community school coordinators.

Each group spent about an hour reviewing the ten "ideal community school" statements and generating strategies to reach specific ideals.

Group Presentations

In the large group once again, each role-alike group shared the results of their discussions. Questions and answers for clarification followed the presentations.

Community School Teams

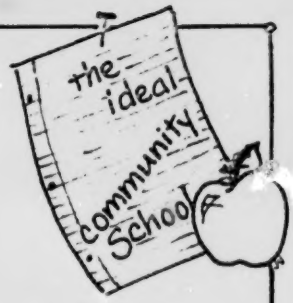
A team from each community school (consisting of the principal, community residents, school staff, and community school coordinator) devoted about an hour to developing specific 1979-80 local work plans to meet the ideal statements. Each team addressed the ideal statements which they felt needed attention during the following school year. Each community school team identified strategies for implementing those ideals. Their work plan outlined the proposed strategy (the "what") and how it would be implemented.

Sample work plans of the individual community school teams follow the ideal statements that were discussed by the groups.

Ideal Statement:

1. "Every staff member shares ownership and responsibility for encouraging citizen involvement at all levels within the school community."

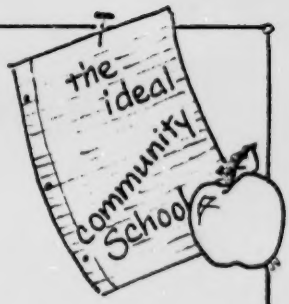
School	What	How
Highland	Take a survey of parent work and/or hobby.	Students do a printed survey. Students write on the subject.



School	What	How
Eyre	"Good Neighbor Days"	Each child and adult from within the school invites a community member to visit have lunch at school.
Richmond	Plan and conduct regular social and/or fund-raising activities.	All-school field day; open houses; pie socials; spaghetti, pancake, and chili feeds; bazaars.

2. "Communication of school and community matters occurs consistently with community members throughout the year."

School	What	How
Keizer	Establish a "community room."	Access to staff lounge/ aide room in library. Free coffee and tea.
Highland	Develop calendars or displays that tell about activities.	Put a community calendar bulletin board in the gym and continue to use the one by the office.
Schirle	Combine local school and community school advisory councils with parent-teacher clubs.	Meet five times next year. Representatives from each group plan the agenda. Evaluate this in June.
Myers	Improve communication between school staff and parent groups.	Look into combining advisory councils and Parents Club into one large group with various committees.
Richmond	Develop and distribute information for parents to help their children with homework.	Distribute a list of "points of interest in Salem"; discussion groups on various subjects; expand student book program; Educational Games Night; staff and community retreat.



3. "Every staff member shares the responsibility for making students, parents, and community members feel comfortable in their building."

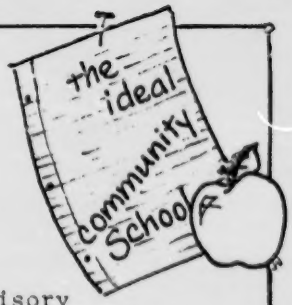
School	What	How
Richmond	Develop and implement a communication plan.	School newsletter; daily announcements; Block House/Representative Program; school/community calendar.
Richmond	Develop a warm, open atmosphere for students, parents, community residents, and staff.	Positive contact between parents, students, and staff; refreshments for guests; parents' month or week; each staff member have at least one positive contact per month with each of their students and parents. Classroom observations by parents.

4. "Volunteers working in classrooms are considered an integral part of the education team."

School	What	How
Sumpter	Organize a volunteer program.	A series of meetings such as volunteer orientation; teachers meeting with volunteers; working to improve trust between volunteer and teacher; checking into volunteer progress; volunteer sharing sessions; plan of recognition for volunteer help.

5. "The goals of community education are integrated into the mission of the entire school."

School	What	How
Grant	Business	Halloween party and New Games with Highland; week-long activities; career day with parents; donate worker each week and advertise.



School	What	How
Four Corners	Name-change to Four Corners Community School.	Bring up at LSAC advisory council meeting.

6. "Parents and teachers develop a shared responsibility for education of children."

School	What	How
Highland	Develop activities that involve families and school staff.	Staff and/or parents sit down and brainstorm ideas to develop.

7. "The principal shares leadership role with the coordinator in seeing that the community school concept is carried out." (No strategies were developed to implement this ideal statement.)

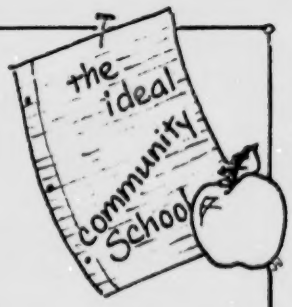
8. "The community school coordinator is an integral part of the school staff."

School	What	How
Highland	Develop teacher/parent team concept.	Staff discuss concept with parents at conference and other opportunities.
McKinley	Community school coordinator participate in all staff meetings and inservices.	Community school coordinator becomes a member of all committees (e.g., Talented and Gifted, Art IG., Science).

9. "School facilities are available for school and community activities." (No strategies were developed to implement this ideal statement.)

10. "Programs and services are coordinated to meet the needs of patrons of all ages in the community."

School	What	How
Richmond	Plan and conduct student community service projects for neighborhood residents, especially senior citizens.	"Adopt a Grandparent/ Neighbor"; "Senior Citizen Day."
Richmond	Plan and conduct activities.	Have a storytime for preschool children.



There was little question among participants about the difficulty of constructing an effective evaluation for the "Ideal Community School" workshop. It was decided that accurately or objectively determining if the activity lived up to its potential or met the expectations of its planners may be almost impossible.

A number of observations indicate that the workshop was highly successful, however. Consider that despite the facts that principals were in the middle of trying to tie up loose ends, school staff had started their summer vacations, and most people were in the throes of exhaustion, more than 80 people attended the workshop!

People attending seemed to agree that the role-alike and community school team meetings were very task-oriented and provided a good opportunity for involvement of participants. The workshop had been planned to function within a tight schedule that was adhered to scrupulously, which may explain the participants' business-like approach.

Many people left the workshop with a much better notion of where their community school program ought to be going, and a good idea of how to get it there.

A detailed report of the Ideal Community School Workshop was distributed to the School Board, Superintendent, and district citizen groups.

Many of the proposed strategies were implemented during the 1979-80 school year. The annual evaluation will determine what strategies were implemented and their effectiveness.

NEEDS ASSESSMENT

One basic community education principle is identifying and linking community needs and resources. Community educators talk incessantly about the relevance and importance of needs assessment, but it is probably one of the least understood and practiced areas in community education.

A needs assessment should be the basis for most efforts of community educators. In other words, all programs and services offered or coordinated through a community school should be based on existing or emerging community needs and problems.

Too often, community educators believe that they have to be all things to all people. In Salem, a major effort has been made to narrow this very general area to some realistic strategies which work.

Misconceptions about Needs Assessment

a. Needs assessment is the same as program evaluation. Many community educators believe this statement. In reality, assessing what a community needs is distinctly different from evaluating the effectiveness of a program.

b. A needs assessment focuses on solutions rather than problems. Fact: Many people confuse assessment of community needs with developing program proposals. For example, people will state a need for a youth center. They have identified what they consider to be the need when, in fact, this is a solution to a problem. Some of the problems apparent within that area many be high rates of dropout, juvenile delinquency, or youth unemployment.

c. A needs assessment is the same as a program survey. Many community educators feel that a survey assessing the interests, desires, and wants of program participants is the only or primary form of needs assessment. In fact, a survey is only one approach to information-gathering. Some alternative approaches to needs assessment are presented later in this chapter.

d. A needs assessment is completed to support decisions. Most people will conduct a needs assessment to support a decision they have already made, rather than assess the needs and then make a decision based on the data.

Definitions

These definitions of concepts may help the reader.

a. Planning Process--This is a comprehensive, systematic, detailed scheme, program, or method worked out to accomplish an objective. A typical planning process, which is an ongoing cycle, begins with a needs assessment followed by establishing goals, defining objectives, developing a program proposal, implementing the proposal, and, finally, evaluating the program's impact.

b. Needs Assessment--This is an attempt to identify and analyze the existing and emerging needs of a population living within a community. It is a process for obtaining and analyzing information to use in planning and decision-making. It is a process for determining discrepancies between "what is" and "what ought to be."

Questions to Answer Before Assessing Community Needs

Before any community needs assessment is conducted, the council and staff should consider the following types of questions. These questions should provide a foundation for any needs assessment. When people don't examine the purpose for conducting a needs assessment, the outcomes are seriously jeopardized.

a. Why do you want to conduct a needs assessment? Purpose.

b. What is a needs assessment? Definition.

c. What information is already available? Information sources.

d. What do you really need to know? Focus.

e. What are you going to do with the information? Results.

f. How do you plan to involve your council and other organizations? Roles.

g. Who is requesting the needs assessment? Initiative.

h. What information-gathering techniques have you considered? Alternatives.

NEEDS ASSESSMENT APPROACHES

Source: Planning For Change: Needs Assessment Approaches, George J. Warheit, Roger A. Bell, and John J. Schwab; National Institute of Mental Health; Adelphi, Maryland; 1974.

Approach	How	Advantages	Disadvantages
KEY INFORMANT	Gather information from key formal and informal community leaders.	Wide variety of opinions; relatively inexpensive; simple to conduct; lines of communication can be established or improved.	Direct involvement with only a few people; people may not be "representative"; built-in bias of of those individuals who see community needs from their own perspective.
COMMUNITY FORUM	Town meetings.	Many voices are heard; easy to arrange; inexpensive to conduct; aids in identifying people to help work on needs; conduct in schools or other community facilities.	Data is hard to gather systematically; difficult to obtain representative group; potential for negative outcomes such as gripe session; may heighten unrealistic expectations.
SOCIAL INDICATORS	Analyze available demographic data.	Vast pools of data are easy available; data is reliable and inexpensive to obtain; foundation for other needs assessment efforts.	Does not directly involve community; data collected in various ways; difficult to compare data; data outdated.
RATES UNDER TREATMENT	Gather information from agencies that have conducted surveys or possess client records.	Availability of data; relatively low cost; people will not feel "over-surveyed";up-to-date information; improves communication between organizations.	Indirect involvement of community; data outdated; difficulty guaranteeing redundant anonymity; don't over-estimate entire community needs from sample population.
SURVEY	Questionnaire or interviews.	Wide involvement; up-to-date, valid, reliable information; utility of facts; flexibility.	Time-consuming; expensive; can flop if poorly planned; reluctance of some people to respond.

A needs assessment approach that worked very well in Salem was used in the Richmond Elementary School area.

During the 1976-77 school year, Salem Public Schools received a federal grant to initiate comprehensive community school programs in the Grant-Highland and Richmond school neighborhoods. The first year of this three-year development grant (subject to annual grant application and authorization) was a year for planning and developing a strong foundation for future efforts.

This first year, the staff at Richmond Community School devoted time to getting to know school staff, students, and neighborhood residents. They also spent considerable time identifying classroom needs and linking them with community resources. Staff concentrated on scheduling the school for community groups, developing some initial programs and services, and working with the Local School Advisory Committee (LSAC), Parent Club, and the Southeast Salem Neighborhood Association (SESNA).

Since the first year of this federal grant was identified as a planning year, the community school coordinator and LSAC (which functioned as the Community School Council) decided to devote a majority of time to conducting a comprehensive needs assessment. Simultaneously, SESNA, through a federal community development block grant, hired a community organizer who had a similar charge to assess community needs. Together, the community school council and neighborhood association decided that a joint effort would reap many more benefits and would reduce duplication.

A steering committee was formed composed of the neighborhood association chairperson, the community school coordinator, and the community organizer. Their primary charge was to plan and monitor the needs assessment process. They selected Planning for Change: Needs Assessment Approaches as the basic text for the comprehensive needs assessment which took place between September 1976 and June 1977. The following outlines the approches to assessing neighborhood needs within the Richmond Community School area and Southeast Salem Neighborhood Association area.

SOCIAL INDICATORS

The Richmond steering committee obtained data from the 1970 U.S. Census and the R. L. Polk Company and analyzed this information to identify basic human needs of the residents within the Southeast Salem Neighborhood Association census tracts.

TOWN HALL MEETINGS

The steering committee planned and conducted two town hall meetings for neighborhood residents. First, they included an article in the joint neighborhood association/community school newsletter inviting every neighborhood resident, person employed in the area, and property owner to a town hall meeting. About 35 people attended this meeting and went through a process of identifying neighborhood issues, concerns, and problems.

Second, an invitation to a second town hall meeting was mailed to about 135 randomly selected households within the SESNA-Richmond area. The

purpose was to identify local needs. Approximately 25 people attended the second meeting.

KEY INFORMANTS

Next, a combined meeting of all the citizen groups within the Richmond-SESNA area was scheduled. Representatives from the Richmond and Bush local school advisory committees, the Richmond and Bush Title I Parent Advisory Committees, Richmond Parent Club, and SESNA were invited. About 40 people attended. The meeting started with a potluck and was followed by a review of the needs identified at the two town hall meetings. Next, the people added their neighborhood needs to this list. Finally, the group ranked the needs in order of importance to the SESNA-Richmond area.

AGENCY CONTACTS

The steering committee, in conjunction with the Neighborhood Service Team, contacted approximately 30 local, county, state, and federal agencies to gather information from their files about clients who lived within the Richmond-SESNA area, and to gain staff perceptions and opinions about the needs of their clientele. This information became a profile describing each agency, the services it provided, the needs of the clientele, and staff perceptions.

COMMUNITY SURVEY

A major community survey was conducted next. This survey was to (1) assess neighborhood needs; (2) confirm needs identified; and (3) inform community residents about Richmond Community School and the Southeast Salem Neighborhood Association.

The steering committee worked with the city Community Development Department and the School District Evaluation Department to design the survey instrument. It included 14 categories: demographic, leisure, communication, environmental quality, neighborhood plan, education, housing, transportation, citizen involvement, employment, social services, health, child care, and public safety.

In January 1977, a team of over 45 neighborhood residents and staff took part in orientation sessions to learn how to conduct the survey. In these sessions the survey was explained, the team received instructions on conducting interviews, and each person received a list of households to interview.

People in 280 households, randomly selected from the SESNA mailing list, were interviewed. The survey data was then coded, keypunched, and compiled. The 1,200 page computer printout of survey results provided detailed information about community needs.

One benefit of computer processing the survey data was a cross tabulation capability, which allowed responses to be broken down into sub-groupings. For example, one question asked the marital status of the respondent, and another asked whether or not the respondent had children. By cross-tabulating responses the number of single, female heads-of-households with children could be found.

After completing the five needs assessment strategies, the steering committee thought it was important to inform neighborhood residents and school staff about the findings. They chose two methods to inform the people. First, a special edition of the community/school neighborhood association newsletter, which included a summary of the survey findings, was distributed to every household within the neighborhood. Second, the steering committee prepared a report that documented the five needs assessment approaches, results, conclusions, and recommendations. This report was distributed to the more than 30 agencies involved in the agency contacts needs assessment approach.

This comprehensive needs assessment was the foundation for negotiating with agencies to increase the quantity and quality of programs and services they provided to neighborhood residents. For example, over 30 percent of the people in the SESNA neighborhood were determined to be aged 60 and older, and adequate nourishment was a major concern. Using this information on needs, SESNA and Richmond Community School negotiated with the Marion-Polk-Yamhill Council on Aging to sponsor a meal site for senior citizens in the neighborhood. Another senior service resulting from these findings was a semi-monthly senior "Keep Well Clinic," sponsored by the Marion County Health Department.

Another piece of data derived from the study of the area was that about 40 percent of the adults 25 years of age and older did not have a high school diploma. Therefore, the community school staff negotiated with Chemeketa Community College to start the first adult basic education/GED class located in an elementary school in Salem.

Since the initial needs assessment, several other surveys have been conducted in this neighborhood which include an adult leisure survey, a youth interest survey, a newsletter survey, and a summer academic program survey.

The primary goal of the Richmond area needs assessment was to identify and assess local needs and problems. At the same time the steering committee recognized that the SESNA area had many community resources. So, members conducted a massive resource assessment using a "neighborhood share package". This share package included examples of ways that residents could help each other. One scenario showed a female senior citizen mending a pair of pants for a man fixing her roof. Another showed a man teaching a teenager how to repair an automobile. The package provided information about a community resource bank that was being developed. And it asked the people to indicate what skills, experiences, materials, or equipment that they would be willing to share with other community residents.

Suggestions for Planning and Conducting a Needs Assessment

The following suggestions are presented to aid community school coordinators and/or councils when planning and conducting a needs assessment:

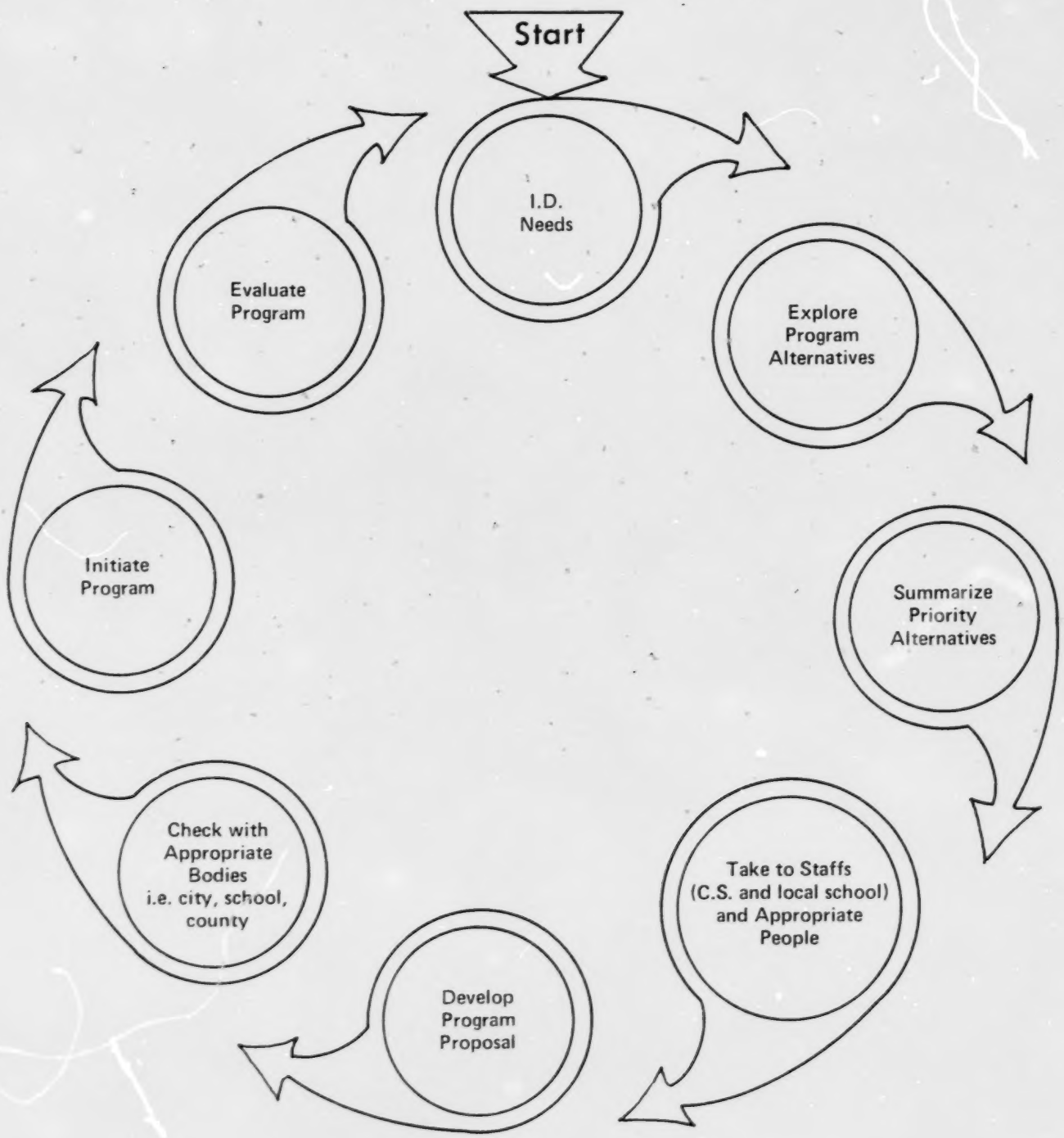
- Practice what you preach. Identify and link community needs and resources.
- Form a community task force to plan and conduct a needs assessment.
- Focus on problems or needs.
- Avoid needs assessment duplication with other agencies, council, and organizations.
- Explain the purpose of the needs assessment.
- Use various needs assessment approaches to identify and validate community needs.
- Consider the width and depth of the needs assessment. "Use either a shotgun or rifle approach."
- Conduct mini needs assessments concentrating on specific areas.
- Consider the seriousness, urgency, extent, and trend of community problems.
- If you are going to conduct a needs assessment, do it right. Take your time. However, don't drag it out too long.
- Clarify roles of council members and staff.
- Identify gaps and/or duplications in programs and services.
- Use specific criteria in selecting your needs assessment approach.
- Be careful how you select your sample populations.
- Obtain technical assistance in designing questionnaires and surveys.
- Ask specific questions (when you ask a general question and you will get a general answer.)
- Watch your language/terminology; avoid jargon and buzz words.
- Three types of questions:
  a. Demographic--age, sex, income level, location.
  b. Factual--basic facts; "Was your household vandalized last year."
  c. Attitudinal/Opinion--what people think; probe for reasons.
- Conduct different types of surveys.
  a. Personal interview.
  b. Door-to-door.
  c. Mail out and back.
  d. Telephone.
  e. Combination of the above.
- Collect information consistently.
- Report back to the community the results and how they have been used.
- Document your process, both successes and failures.
- Use informal approaches for assessing community needs, contact a local hair dresser, tavern owner, or grocery store owner.
- Assess local resources.

OTHER EXAMPLES OF CITIZEN PARTICIPATION

The following seven examples of citizen involvement have much in common, but each was selected because it emphasizes different key points. Each example will include a description of the project or activity and its focus and recommendations for application.

PLANNING PROCESS MODEL

Salem Community Schools



Planning Process Model

The community school staff developed an eight-step planning process model so all community school personnel would have standards for making decisions about when, where, and to whom community schools should invest their energy and time.

The community is heavily involved in the initial steps of assessing needs, identifying alternatives for meeting the needs, and agreeing on the most desirable alternatives. Involving the community increases the likelihood that the final plan will accurately reflect the community's desires.

Step two in the planning process, exploring program alternatives, is especially important because many school districts face declining resources. Outlined in this step is a process for carefully analyzing all alternatives before deciding on the best.

The community school coordinators may ease the planning process with community groups by assuming the role of process advocate, alternative identifier/linker, fact-finder, catalyst, and trainer.

During this step, members may:

* Analyze the pros and cons of each alternative.
* Check the resources required to implement each alternative against the resources available.
* Explore the extent to which the need can be met by some other group.
* Consider the relationship of alternatives to existing district goals and priorities.
* Assess the long-range impact of each alternative.
* Explore the potential for joint sponsorships or shared responsibility.

citizen participation

School Board Priority Setting

This was a four-phase process of board member interviews, community input, board work sessions, and task force activity that was used to develop a 12- to 18-month work plan for the Salem School Board during the summer of 1979.

After Board members indicated the major issues confronting the district, they held meetings with the Community Relations Advisory Committee, Local School Advisory Committees, District and Area Staff Councils, and the district's administrators. At each of these meetings, participants were asked the following seven questions:

- Have recent curriculum implementation activities negatively affected your school? If so, how?
- What, if any, student needs are not being adequately addressed in your school? What factors are inhibiting student achievement in your school?
- What major current needs or problems is your school facing? Your community?
- Thinking about the next two years, what do you see as the major problems affecting your school? Your community?
- What are the major discrepancies, if any, between where the district is currently expending its resources and where needs are neglected? Are certain needs being overlooked while other less important areas are being over-emphasized?
- What, if any, expenditures do you think are wasteful or ineffective?
- In what areas would major policy decisions or direction from the Board be most helpful to your school or community?

The list of over 200 problem and need statements resulting from these sessions was reduced to 45 statements. Each participant then received a copy of 45 summary statements and was asked to rank the issues as high, medium, or low priority.

Using the results of this questionnaire, the Board developed its own set of priorities which included top nine priorities of the community members.

The key factor which helped make this a successful process was that members used a highly structured process to generate and organize information.

* At each session small groups generated responses to the seven questions.

citizen participation

* Groups were asked to write down responses in some detail.

* While responses were eventually shared with the large group, they were not debated. The idea generation and idea evaluation phases of problem-solving were separated.

* Rather than using the group's time for categorizing the responses, a private consultant distilled and summarized the responses.

* Priorities were established by individuals rather than in a group setting.

The following recommendations may be helpful when considering this process:

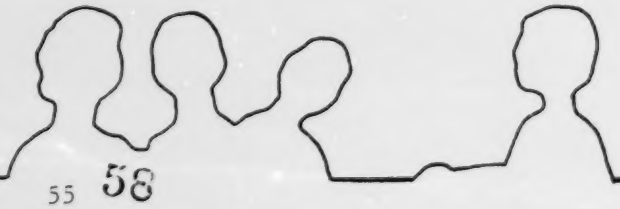
1. Carefully consider using structured processes for generating, organizing, and managing information, particularly when mutiple groups are involved. Structure can be helpful without influencing the content or product of a group's activity.

2. Minimize face-to-face contact between constituency, policy, staff, and administratives groups, particularly when generating and evaluating ideas. This may minimize conflict and may be less inhibiting to citizen groups.

3. Take advantage of what groups do well. This may be in generating ideas, validating, or making final recommendations. Use individuals or subcommittees for summarizing, refining, and editing.

   Training and assistance at the action planning stage help groups move beyond considering large goals and solutions to developing detailed action steps and timelines.

4. When certain issues can become emotional, it may help to structure the meeting, prepare the leaders, and forecast the problems that might occur. In the absence of structure, such meetings can degenerate into "harvest of concerns" meetings and result in information that is often of little use.



citizen participation

Morningside Community Planning Process

The community planning process at Morningside Elementary School was a self-renewal activity involving parents and other community members in examining the school and identifying school improvement goals. They used the S-T-P planning process to generate information about the situation, their ideal target, and how they proposed to reach the target. The Superintendent's executive assistant and the district's citizen involvement coordinator served as third party co-facilitators.

1. The structured process included large group activities, individual homework, critical planning groups (refer to point 4), and a summary of activities by the process facilitators. Though structured, the process did not restrict the participants' choice of content or focus.

2. The school staff used a self-renewal process instead of waiting for a crisis and they involved the community in examining the school's effectiveness. Self-renewal often results in creative solutions, group decisions, and member satisfaction. Periodic self-examination and renewal activities are manageable, produce lasting results, and don't generally require outside consultants or third parties.

3. A "criteria mix" strategy ensured broad critizen representation.

4. A Critical Planning Group (CPG) was formed to assist the co-facilitators in leadership, planning, and evaluation. Members were the principal, the two co-facilitators, the Local School Advisory Committee chairperson, a staff member, and a parent representative.

   * The CPG debriefed after each meeting and recommended changes in the process.

   * The CPG developed agendas and homework assignments.

   * The CPG conducted an evaluation session at the end of the process.

When considering this process, the following should be kept in mind:

1. The CPG concept is one which should be carefully considered by all decision-making and problem-solving groups. Using a representative group to assist in the evaluation and planning of the process should prove valuable to formal leaders (e.g., chairpersons and staff liaison persons).

2. Whenever possible, develop the staff to serve as facilitators. Staff generally have a better understanding of the problems and a substantial commitment to long-term solutions.

citizen participation

THE S-T-P MODEL OF PROBLEM ANALYSIS

Fosmire and Wallen, 1971

Definitions

Symptoms: We usually feel that a problem exists before we can define it. Incidents or conditions that evoke dissatisfaction, frustration, tension, and other negative feelings we call symptoms of a problem. Such symptom incidents arouse negative feelings because a more desirable alternate state is implied although the person may be unaware of what it is. Thus, we say a problem exists when we experience a discrepancy between the current state (of which we are somewhat aware) and a desired alternate state (of which we are usually unaware).

Problem Definition: Solving a problem is more than just preventing the reoccurrence of symptoms. Thus, a problem is not defined until three sets of information have been made explicit. (1) What are the essential features of the current state? (2) What are the key attributes of the desired alternate state? (3) What forces facilitate and what impede our moving from the current to the more desired state? A study of symptoms can reveal information of all three types.

Problem Solution: Actions which the groups members can support and which will change the current state into the more desired alternate state.

S-T-P Model: A method of organizing information to define a problem and to resolve or manage conflict that occurs in creating a solution.

MODEL

Information is organized into three interrelated dimensions:

The SITUATION Dimension: Information about (a) the essential features of the current state and (b) the forces that facilitate and that impede moving to a more desired state.

The TARGET Dimension: The desired state. What we want to accomplish and to avoid. Targets are chosen because those working on the problem value and desire them; they are not imposed. (Imposed requirements are part of the situation dimension.)

Targets are always more general than proposals; the same target may be achieved by different proposals.

The PROPOSAL PLAN Dimension: Specific action proposals aimed at changing the current state into the desired state. "Who will do what by when?" Any proposal for action always implies some view of the situation and of the target.

ACTION PLANNING: PLANNING FOR ACTION, ASSIGNING RESPONSIBILITIES AND COORDINATING WORK GETTING DONE

Once the group has made decisions regarding the most desirable solution for accomplishing a goal, the next step, and generally one which frustrates groups, is to develop a list of sequenced action steps which will lead to the accomplishment of the goal. Such a plan should specify who does what and at what time. In developing a timeline for implementation the group might consider some of the following questions:

1. Does the timeline specify a series of sequenced tasks which need to be completed if the goal is to be reached?

2. Does the action plan clearly identify who does what and when?

3. Are all the needed resources for completing each of the specified tasks clearly identified?

4. Does the action plan, when relevant, include times for getting the required authorization from superiors and/or constituents?

5. Does the plan clearly assign responsibilities for carrying out each of the tasks and coordinating the process?

6. Does the plan clearly define the roles of all persons involved?

7. Does the plan provide for evaluation and revision activities at some future date?

In preparing an action plan a group would be wise to follow the following five steps:

STEP 1: Brainstorm a list of all the tasks, no matter how obvious or basic they might initially seem, which need to be completed if the goal or major task is to be achieved.
STEP 2: Sequence the tasks from things which need to be completed first to final tasks.
STEP 3: Using a format like that suggested below, list the sequenced tasks and assign responsibilities for completing each task. This is a good time to identify any additional resources or support a person will need in order to complete his/her assigned work.
STEP 4: Next, make reasonable estimates as to how much time each task will take to complete and what would be a realistic target date for completion. As a rule of thumb, avoid going with an optimistic time limit which assumes that everything will go right. Rather, use a time estimate which falls between the most likely and the pessimistic time estimate. Applying such a rule will save a lot of pressure and frustration later.
STEP 5: Finally, make sure that everyone is clear about what she/he is to do and who is responsible for coordinating the overall plan.

SAMPLE ACTION PLAN

THE OBJECTIVE:

To design, administer, and report back the results of a student survey designed to assess students' perceptions of the school climate.

THE WORK PLAN:

TASKS WHICH NEED TO BE COMPLETED	BY WHOM	BY WHEN
1. Inform community about activities and progress of the Community Task Force 1.1 draft the report 1.2 reproduce the report 1.3 make arrangements for distribution 1.4 distribute to parents	Jody, Jim & Sara	10/29
2. Get recommendations from Task Force members about possible items to be included in the survey	Dave, Task Force Members	10/1
3. Get recommendations from staff about possible survey items	Dave and Steering Committee Members	10/22
4. Design the student survey instruments and strategy	Dave	10/29
5. Review the student survey instruments and process for administering	Joint meeting of Task Force and Steering Committee	6:30 11/5
5.1 arrange for joint meeting	Patrick and Sara	as soon as possible
6. Revise and modify the survey based on the reviews	Dave	11/12
7. Make arrangements for conducting the survey 7.1 determine sample size 7.2 sample student population 7.3 finalize schedule for conducting survey 7.4 inform staff of schedule 7.5 determine any special needs for space 7.6 etc. . . .	Patrick and Dave	11/16
8. Conduct the climate audit with students	Dave	11/26-30
9. Tabulate the results	Jan, Jim, Carol Patrick, and staff members to be designated with assistance from Dave	12/3-7

Englewood Community Task Force

In contrast to the self-renewal process used at Morningside, the task force at Englewood Elementary School was formed to respond to a major conflict which involved school staff, the principal, parents, district central administrators, and the School Board. A private consultant helped with the conflict resolution.

Community members were involved in the process twice. First, four residents were members of an original task force which also included a teacher, building principal, assistant superintendent, teacher association president, and a school board member. This group made recommendations to the Superintendent about the potential for a group resolution to the conflict. Second, an Englewood Community Task Force of 10 residents was charged with identifying (1) needed improvements at the school; (2) expected behaviors for both the staff and the principal; and (3) additional resources or programs needed at the school.

The community task force identified 11 school improvement goals, including one to become a community school. Members reviewed these goals with the community, developed action plans, set timelines, and listed responsibilities for achieving the goals, and identified methods for evaluating progress. These 11 goals were recommended to and endorsed by the Superintendent and the School Board.

Key factors affecting this process were

1. The community members specified performance expectations for the two primary conflicting parties (the teaching staff and principal).

2. The process and the consultant were supported by the Supertintendent from the initial steps to the concluding activities.

3. During the conflict resolution process, district employees acting as co-facilitators were used with success.

4. Role negotiation activities were used to help conflicting parties resolve what were inititally substantial differences.

5. A contracting for change strategy was used primarily with staff and principal to facilitate resolution of primary conflicts.

When considering this process, consider that:

1. Community and parent representatives who are normally excluded from the process of resolving school conflicts have a vested interest in the outcomes of such activity and, therefore, should be included as equal partners.

2. Communities should insist that school staff work together to resolve their conflicts. The community becomes, in a sense, the third party to which the conflicting parties must answer. This policy must be supported by the Superintendent and the School Board.

3. The support of the Superintendent or chief executive officer is essential if resolution strategies are to succeed in high conflict and/or crisis situations. All the key parties (such as community representatives, the consultant, and school staff) should negotiate support before beginning conflict resolution activities.

citizen participation

Citizen Participation

SECTION THREE

Barriers to Effective Citizen Involvement in Community Schools

Citizen involvement has increased dramatically in Salem School District 24J in the last four years, due in part to federal community school funding. Its success can be attributed to the work of community schools and to the support of School Board, administration, and community residents. Leadership and support from the school board and administration has created systems for involving citizens in problem-solving and decision-making roles. Another critical factor has been the presence of a skilled and committed community school staff which provides strong support to citizens groups.

While many successes have come from citizen involvement in Salem community schools, problems have arisen, too; centered around barriers to effective citizen involvement. Identifying the barriers to effective involvement in community schools can be difficult. Steven Waldhorn's analysis of problems occurring when agencies provide new programs may shed some light on this issue. He identifies five common problems:

1. Conflicted Agency Syndrome The new program is conflicting with old agency goals.

2. Bureaucratic Rigidity Syndrome A group is unable to cope with problems caused by conflicting goals and becomes rigid in conducting its functions.

3. Buffering Syndrome The new program is made separate from the organization creating a division from the regular operation of the organization.

4. Sham Planning Syndrome "Paper" citizen involvement is offered as a substitute for the real thing in order to meet mandated requirements.

5. Community-based Agency Syndrome Unqualified staff are hired for low pay and with little upward mobility to run a highly political, precariously funded program.

If these problems sound like a bad dream, compare them to the following seven barriers to effective citizen involvement that have been identified in community schools:

1. Bureaucratic Centralization

   Increased centralization of decision-making and bureaucratic complexities make it difficult for community school advocates to affect decisions and frustrate local efforts to create change in schools. State and federal mandates further limit local control.

2. Ties to School

   Community school programs are often viewed as too school-based, having, as studies have shown, parents serving as 90 percent of the participants on school councils.

Community school councils too often spend their time making narrow decisions about "services" provided by community school staff (e.g., programs, facility use), but do not deal with large issues and needs in the community.

3. Lack of Institutional Support and "Politics"

Many school boards and superintendents express support for community schools but, in fact, fear and resist the involvement brought about by effective community development. Schools use citizen committees as rubber stamps to prove commitment to citizen involvement but refuse to delegate any true authority or power to them. Orientation and training for council members is often minimal, and training for principals and school staff on involving citizens in the school is rare. The ability of one person (the principal) to block community development efforts is common.

4. Inability to Affect Educational Decisions

The Institute for Responsive Education has determined that lay councils are not effective for influencing educational policies and decisions. Studies show that the major interest for people on school-based councils are discipline, curriculum, and teacher evaluation, yet councils continue to be involved in fund-raising, extracurricular activities, and planning special events. One reason for this problem is a lack of local building control in many decisions due to collective bargaining, centralized curriculum, and budget planning.

5. Emphasis on Services

Because of agency and public expectations for visible results, community school programs often lose sight of the community development goal and get lost in developing youth and adult activities. They bring community resources to teachers, schedule the school after hours, and seemingly serve large numbers of people. The program becomes recreation-oriented, with the coordinator providing direction and doing the leg-work. Community ownership is inhibited and coordinators are cautioned against getting people involved in touchy issues.

6. Abundance of Citizen Groups

Sometimes three or four citizen groups operate out of one school. They have similar responsibilities and equal desire for membership and direction, but lack communication between groups. People feel apathetic about or isolated from other efforts in their community.

7. Training and Professional Affiliation for Community School Coordinators

As in many community school programs, most of the Salem staff comes to community education with a background in recreation. Not one coordinator has a background in urban planning or community

development. Is lack of training for coordinators one of the factors undermining the effectiveness of the community development component? Staff members are expected to catch on to the role of community development expert, agent for change, and community organizer.

Although they have established a state-wide and nation-wide network in community education, community school professionals lack a <u>local</u> inter-agency network of educators, community developers, and extension specialists committed to the goals of community development here and now.

Advantages of the Community School Model in Activating Community Development

Offsetting the barriers to effective citizen involvement in community schools are seven factors commonly described as advantages of the community school model in activating community development.

1. Community School Philosophy

   Community Education is a continuous process that considers the well-being of citizens in an identified community by involving them in solving their own problems.

2. School Facility

   School buildings exist in virtually every community in this country, are publically owned, and are open to people of all races, religions, and ethnic backgrounds. This makes them a focal point for community development efforts.

3. Locally Based Program

   Since the community school is based in the local neighborhood the staff should have an intimate understanding of the needs of that community. The community school is thus better able to help build a sense of community within that neighborhood. In addition, the public school offers legitimacy to community development efforts.

4. Parent Involvement

   The school is a likely place for parents to become involved "for the sake of the children." This involvement often expands beyond the school into other aspects of the community.

5. Starting Place for Community Development

   The community school offers a starting place for community development in that people can become involved in smaller, local issues such as parks or stoplights. Little successes can lead to a willingness to tackle the larger issues.

6. Decentralization of Educational Decision-Making

   The potential for greater community influence in areas such as discipline, curriculum, and school budget makes the school a focal point for efforts to bring about change in the community.

7. Community-based Curriculum

   Using a curriculum that evolves from community resources may help foster in students a sense of civic responsiblity and show them tools for effective democratic participation.

Conclusions

Some common themes account for the Salem School District's successful ventures in community involvement:

1. The district is committed to involving community members and parents in the governing their schools and the district;

2. There is a commitment to training people associated with the citizen group structure, such as community school personnel, committee members, and administrators;

3. The Superintendent and other administrators are committed to process as well as product;

4. There is a commitment to develop and use comprehensive data to achieve quality decisions.

5. There is a commitment to the self-renewal processes and to the proactive versus reactive processes.

6. There is a commitment to evaluate, document, adapt, and disseminate exemplary processes such as the community school planning process.

7. There is a commitment to develop and maintain an internal cadre of skilled group trainers.

Recommendations

The following recommendations for professionals in community education are based upon Salem's experience in citizen involvement:

1. Policy

   a. Community educators should make sure that their governing body is committed to citizen involvement in decision-making and is willing to support it.

   b. A formal statement of support for citizen involvement should be included in the organization's policy manual.

   c. When citizen involvement in decision-making is supposed to take place in citizen groups, the community educator should make sure that the role of citizens within the organization is clearly outlined (e.g., purpose, role, limits).

   d. The community educator should require each citizen group to have bylaws outlining their procedures (e.g., voting privileges, structure, membership, required activities).

   e. The community educator should make sure that citizen groups either are representative of the people they were formed to represent, or that they are not representative and compensate for this by involvement of others in planning, information-gathering, decision-making, and evaluation.

   f. The community educator should appoint task forces to deal with single issues requiring short timelines. It is important to involve people who might not be involved. This type of involvement should be in addition to the ongoing structure for citizen involvement in advisory committees and town hall meetings.

   g. The community educator should establish guidelines for effective and consistent decision-making to improve the quality and acceptance of decisions. These guidelines might include:

      - Determining and making explicit what, if any, non-negotiable decision requirements exist.

      - Selecting the most appropriate decisions-making style for the situation.

      - Gathering complete, factual information about the problem and alternative solutions.

      - Involving the appropriate persons or groups in appropriate decision-making capacities.

      - Anticipating the impact of a decision on others within and outside the organization.

- Communicating the decision in a clear and concise fashion to the appropriate people or groups.

- Providing formal opportunities for feedback about the decision (e.g., its quality, the decision-making process, and the process by which the decision was communicated).

2. Operational Level

a. The community educator should make sure group members are involved in setting their own goals and objectives and evaluating their own successes and failures.

b. The community educator should clearly define the role of the citizen group's convener (who should not be a staff person) in such areas as:

- Speaking for the group.
- Building the agenda.
- Chairing meetings.
- Approving minutes.
- Assigning tasks.
- Orienting new members.
- Selecting meeting dates.
- Starting and ending meetings.
- Recruiting new members.
- Managing subcommittees and task forces.
- Providing ongoing communication with parents, constituents, and others.
- Thanking members for help.
- Establishing group norms.
- Setting realistic timelines.

c. The community educator should clearly define his/her role in areas such as:

- Speaking for the group.
- Assigning tasks.
- Orienting new members.
- Recruiting new members.
- Facilitating group process.
- Thanking members for help.

d. It must be clearly identified who will be responsible for such ongoing tasks as:

- Recording, typing, and distributing minutes.
- Notifying members of meetings.
- Selecting officers.
- Scheduling and advertising meeting dates and locations.

e. The community educator should assist groups in developing action plans to identify what needs to be done, by whom, and when. In addition, he/she should assist groups to:

- Accomplish the desired outcome.
- Experience "small successes" along the way.
- Understand when the task is completed.

f. The community educator should insist that each citizen group establish a set of group norms before attacking issues. These might include:

- The role of staff with the group.
- Smoking or no smoking in the group.
- The method used to make decisions (e.g., consensus, majority rule, autocratic) and group understanding and support for the decisions.
- Starting and ending times (including what to do with latecomers).

g. For citizen groups, the community educator should clearly describe the difference between advisory and policy-making roles. This is a critical distinction to be made in the early stages of group development.

h. Local citizens and community school professionals should be trained in how to be effective in working with groups. This training should include group process skills, organizing techniques, needs assessment approaches, and understanding how governmental bodies function.

i. Critical Planning Groups (CPG), three to seven people, should be formed to assist councils with planning, conducting, and evaluating meetings.

Additional Reading

EVALUATIONS

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"Community Education Program Evaluation Guide," Development Associates, Arlington, VA, 1979.

Evaluating A Community Education Program, David A. Santellanes and George C. Wood, Jr., Pendell Publishing, Midland, Michigan, 1979.

CITIZEN INVOLVEMENT

Citizen Involvement Training Project
138 Hasbrouck
University of Massachusetts
Amherst, Massachusetts 01003

The Rich Get Richer and the Poor Write Proposals. A manual on fund raising for non-profit groups.

Power: A Repossession Manual: Organizing Strategies for Citizens. Compares six major approaches and the steps to community organizing.

Planning for a Change. A Citizen's Guide to Creative Planning and Program Development. Contains a section on the major steps in the program development sequence, as well as case histories and discussion questions for further illustration.

Playing Their Game Our Way: Using the Political Process to Meet Community Needs. Presents strategies and techniques to assist citizens in understanding and dealing with the political process.

We Interrupt This Program...A Citizen's Guide to Using the Media for Social Change. A guide on how to effectively use the media, covering such topics as establishing media goals, planning media campaigns, alternative public relations strategies, and using technology as a community organizing tool.

How to Make Citizen Involvement Work: Strategies for Developing Clout. An action guide to increase effective citizen participation written for citizen group members and government officials.

Working Together: A Manual to Help Groups Work More Effectively. A manual on group processes that provides tools for group development and team-building.

Beyond Experts: A Guide for Citizen Group Training. A manual written for citizen groups, encouraging self-reliance by developing training capabilities within the group as an alternative to hiring an outside expert. The manual outlines a seven-step sequence for planning and carrying out training activities.

GROUP PROCESSES

Bartee and Cheyunski, "A methodology for process-oriented organizational diagnosis," Journal of Applied Behavioral Science, Vol. 13, No. 1, 1977, pp. 53-68.

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Process Facilitation Manual for Community Education Coordinators, Northwest Regional Educational Laboratory, Portland, Oregon.

NEEDS ASSESSMENT

A Guide to Needs Assessment in Community Education, U.S. Office of Education, 1976.

Allan, David, "Assessing Community Needs--A Primer," Victoria, B.C., 1974.

Armijo, J. Frank, and Sidney S. Micek, Edward M. Cooper, Conducting Community Impact Studies: A Handbook for Community Colleges, National Center for Higher Education Management Systems, Inc., Boulder, Colorado, 1978.

Burbach, Harold and Harold Decker, Planning and Assessment, Pendell Publishing Company, Midland, Michigan, 1977.

Burges, Bill, Facts and Figures: A Layman's Guide to Conducting Surveys, Institute for Responsive Education, Boston, Massachusetts, 1976.

Robbins, Dr. Wayne R., Conducting A Needs Assessment, San Diego Center for Community Education

Winecoff, Larry and Powell, Conrad, Focus: Seven Steps to Community Involvement in Educational Problem-Solving, Pendell Publishing Company, Midland, Michigan, 1975.

SALEM PUBLIC SCHOOLS
Salem, Oregon

Adopted by District School Board
September 26, 1972
Revised July 12, 1977

GUIDELINES
for
Community Relations Advisory Committee
and
Local School Advisory Committee

Purpose of CRAC

CRAC serves as the "catalyst" for community-wide involvement in school programs. CRAC guides LSAC's in establishing a viable role in the local school and assists in coordination between several school programs. CRAC provides information to the School Board on alternatives involving community participation. It develops the guidelines for LSAC operation, with the final approval of the School Board. CRAC is intended to research and identify school-community problem areas and to advise the School Board on problem areas identified, recommending policy to be developed and action to be taken. A representative of CRAC will attend School Board meetings to be ready to assist in community participation.

Purpose of LSAC

The LSAC serves as a liaison between school-community, school principal, and the School Board. With the guidance of CRAC, the LSAC should strive to provide participation and intercommunication on the part of more citizens of the school-community in matters which concern the Salem schools. Each LSAC is responsible to the Salem School Board from which it derives its existence.

The LSAC's are encouraged to take initiative and interest themselves in all phases of school activity such as, but not limited to, teaching methods, curriculum, long-range planning, traffic safety, building costs. During the budget preparation, they shall consult with the principal in such a way that he will be aware of their concerns and they will become knowledgeable about the budget of their school.

An LSAC may voice its concerns to the principal, to CRAC, to the central administration, and to the School Board. However, LSAC's should endeavor to resolve local problems in cooperation with their school principals before referring them to CRAC, to the central administration, or to the School Board.

Relationship between CRAC and LSAC's

CRAC's role is to strengthen the effectiveness of LSAC's. The LSAC's shall look to CRAC for support and guidance. LSAC's, in turn, will be called upon to aid in researching problems in the school-community and also in the dissemination of information pertinent to school concerns.

CRAC members are assigned to several specific schools and will attend meetings of each assigned LSAC to serve as a resource person.

Appointment of LSAC Members

Members of the Committee should represent all segments of the community. Responsibility for the nomination of the LSAC members shall be shared between the present committee and the principal. It is suggested that a nominating committee be selected to meet with the principal in order to draw up a list of possible new members. The entire LSAC should approve the list. Recommendations for membership should be sought from the following sources: officers of parent organizations, present LSAC members, building staff, and other area citizens. Junior and senior high school committees should include at least two students. Whenever possible, community publicity should encourage citizens to apply for candidacy. CRAC may elect not to recommend appointment. Members of an LSAC must live in the attendance area of the school they represent, or must have a child or children in attendance at that school.

Flexibility in the size of the committees in relationship to school enrollment is suggested:

Elementary: a minimum of 5 and a maximum of 8
Junior High: a minimum of 8 and a maximum of 12
Senior High: a minimum of 10 and a maximum of 15

Selection of LSAC members shall be made prior to each May 1st, after the School Board has approved membership. An organizational meeting shall be held, and a Chairman and Secretary elected prior to each June 1st. Names of committees and officers should be reported to the chairman of CRAC by the principal. The chairman of CRAC shall submit lists for the Superintendent of Schools.

Meetings

All LSAC's should meet at least once each month during the school year. The date, time, place, and agenda of each meeting shall be made public at least one week in advance. Within seven (7) days after each meeting, one copy of the minutes shall be forwarded to the chairman of CRAC. Failure to attend three (3) consecutive meetings is cause for removal, unless waived by CRAC.

Resolution of Problems

The LSAC's should seek guidance with regard to issues and problems discovered in their respective schools which they are unable to resolve satisfactorily with assistance of their school principals.

Written referrals should be addressed to:

Chairman of CRAC
Salem Public Schools
1309 Ferry Street, SE
Salem, Oregon 97301

A copy of each request should be sent to the Superintendent of Schools. In such instances when a conflict cannot be resolved at the local level, the assistance of the Superintendent should be secured.

Assistance to LSAC's

LSAC's being part of the formal organization of School District 24J are allowed access to budgeted funds for the purpose of obtaining postage and supplies such as paper and envelopes. Arrangement of these items and for production of multiple copies of official documents are to be made with their school principal, within reasonable limits.

LSAC's and Board Policy

LSAC's may not implement any program or project which conflicts with School Board policy or State Statutes, nor interfere with the procedures set by the School Board to resolve staff grievances. Action in such cases is to be confined to seeking an exception or change in the policy.

Assistance to CRAC and LSAC Committees

The Board is agreed that staff is necessary for the effective functioning of CRAC and LSAC committees for the following reasons:

1. The need of the committees to have accurate information generated at the Board and administrative levels.

2. The need for coordination among LSAC's.

3. The need for LSAC and CRAC members to be assured that the School Board and Administration receive information and recommendations generated by the committees.

4. The need to assure continuity which is always difficult in volunteer groups.

Therefore, the Board instructs the Superintendent to provide assistance to CRAC to perform these functions.

DEVELOPING THE NEW TEAM

The major task facing the new team is basically the same as one that has worked together. They must build a relationship, establish a supportive climate, and work out methods for:

1. setting goals
2. solving problems
3. making decisions
4. insuring follow through
5. developing collaboration of effort
6. establishing lines of open communication
7. insuring appropriate support system to keep issues open for discussion and disagreement

The advantage that the new team has over an old established unit in a team building situation is that it does not have to break down any barriers, bad habits, non-useful stereotypes or attitudes, and inappropriate working relationships.

Generally, a new team can start its activities by asking: How can we set in motion the kinds of actions that will allow us to work together and get our goals accomplished and leave us feeling good about ourselves and each other?

DESIGN FOR DEVELOPING A NEW WORK TEAM

In a team building session to start up a new work team, members meet long enough for people to get acquanted and to set guidelines and procedures for work.

Step 1: Sharing Expectations

During this phase, each person has a chance to respond to the following questions:

a) What are the major concerns about working on this team?
b) How would this team function if everything went just as you would hope?
c) What would this team look like if everything went wrong?
d) What actions do you think must be taken to insure the positive outcomes?

Major concerns are identified and listed on newsprint and become items on a planning agenda.

Step 2: Clarifying Goals

During this step, the work unit members attempt to set the core mission and specific subgoals. The team is now ready to make explicit assignments to the members.

Step 3: Formulating Operating Guidelines

During this period, the new team needs to establish guidelines for how it will work during the course of its existence. At the same time provisions for changing the guidelines if they prove to be dysfunctional or inappropriate are developed as conditions change.

The guidelines should clarify actions and roles and should reduce the ambiguity or mixed expectations of how things should function.

a) As a team, how will we make decisions? By majority vote, team consensus, or by subgroups?
b) What will be our best method of work?
   1. all items considered by total group
   2. use of subgroups
   3. all of the above
c) How do we establish norms to make sure everyone gets a chance to raise concerns?
d) How will differences be resolved?
e) How will we insure the completion of work?
   1. set priorities
   2. assign responsibility
   3. set time lines
f) How will we change things that are not producing results?
   1. guidelines for planned renegotiation (pinch-crunch)
   2. periodic evaluation sessions

CONDITIONS FOR DEVELOPING AN EFFECTIVE WORK TEAM

1. The leader has a personal interest in each person's achievement.

2. The leader takes pride in the record of the group.

3. The leader helps the group work together to set its own conditions of work.

4. The leader faithfully gives feedback on performance.

5. The group takes pride in its own achievement and has the satisfaction of others showing interest in what they do.

6. The group does not feel they are being pressured.

7. The group develops a sense of confidence and candor.

8. Before changes are made, the group is consulted.

Leadership Development
Extension Service
Oregon State University

STAGES OF GROUP GROWTH

Every group has to spend time and energy learning how to work together. Usually some feelings develop between members while folks are learning. It takes time for group members, each different, to learn how each can fit into the group and contribute best. Frequently, things seem "all mixed up," and group members may quite naturally become disturbed and discouraged--even aggravated at each other.

It helps to know that these are natural "growing pains" of democratic groups; that these feelings between members tend to follow a predictable cycle or sequence; and that in most cases, the group will soon become productive and efficient as people work to solve groups problems.

Let's take a look at the stages in this developmental process:

1. "Grouping"--When we are first finding out how to plan and work together we may not all agree. We don't know and understand each other well enough to really trust the group, and we still have to determine each others' skills, knowledges, situations, and attitudes. So we often feel uncomfortable and "lost."

2. "Griping"--We get discouraged when we can't seem to work together, when there isn't much progress, and our attempts are frustrated. We say wrong things to others, play negative roles, and block group action because we are uncomfortable. This is the place for more "self-other" understanding, to remember that we are all different but we all want to do a good job, and to be liked by others. Maybe we can learn to understand why folks are griping, and learn to give ourselves time to work things out.

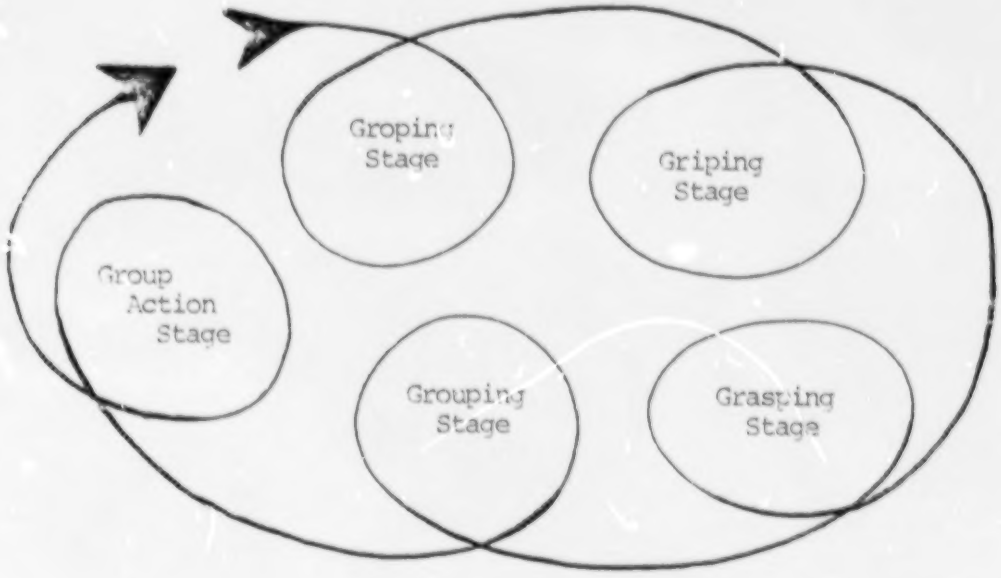
3. "Grasping"--Now ideas and suggestions are beginning to fit. We begin to agree on questions, and can start to see some direction to group activity. Everyone begins to feel more comfortable now that we are getting somewhere.

4. "Grouping"--We are really getting to know each other, and can understand and enjoy how each one works and fits into the tasks to be done. Group skills, building and maintenance roles come into play, and a surge of enthusiasm spreads through the group.

5. "Group Action"--Now the group is in full swing, with members playing constructive roles, the leadership is shared, and everyone is participating. It was difficult at first, but worth it to learn to work well together, and feel this is a good group to work with. We are busy making our group more democratic.

It is important to remember that this may be a recurring experience in any group. A group may work very successfully in the completion of one project and then find itself back at the "groping" stage when it begins a new activity. The same regression may occur when the people in a group change. A smoothly running group may be disrupted and have to retrace the stages of group growth when new people are added or "old timers" are missing.

The following is a picture of the feeling stages that people experience as they work at problems they all want to solve. Although pictured as separate steps, there will be considerable overlapping as a group moves from one stage to another.



As one job is completed and another comes along, we can still expect to go through some of the early stages, but each time it can be less disturbing and the group becomes more effective.

It is important that we recognize how we feel about each other in the many groups to which we belong, to know that these feelings are natural whenever we really tackle important jobs, and to realize that each group can move ahead toward better relations between members. As we get to know each better, the group gradually becomes our group because we have shared plans and work, and have tried to practice ways of behaving which are cooperative, considerate, friendly--democratic.

Understanding that the "stages of group growth" is a normal process may not make your job as a leader easier, but it should ease some of the frustrations you may feel as a leader or member of a group.

Glenn Klein, Leadership Development Specialist
Extension Service, Oregon State University
C-3-3

DECISION-MAKING PROCEDURES

Whether we are aware of it or not, groups are making decisions all the time, some of consciously and in reference to the major tasks at hand, some of them without much awareness and in reference to group procedures or standards of operation. It is important to assess the appropriateness of the decision to the matter being decided on, and to assess whether the consequences of given methods are really what the group members bargained for.

Group decisions are notoriously hard to undo. When someone says, "Well, we decided to do it, didn't we?" any budding opposition is quickly immobilized. We can only undo the decision if we reconstruct it and understand how we made it and test whether this method was appropriate or not.

Some methods by which groups make decisions:

1. The Plop: "I think we should introduce ourselves" . . . silence

2. The Self-Authorized Agenda: "I think we should introduce ourselves, my name is Joe Smith . . ."

3. The Handclasp: "I wonder if it would be helpful if we introduced ourselves?" "I think it would, my name is Pete Jones . . ."

4. "Does anyone object?" or "We all agree."

5. Majority-Minority Voting.

6. Polling: "Let's see where everyone stands, what do you think?"

7. Consensus Testing: Genuine exploration to test for opposition and to determine whether opposition feels strongly enough not to be willing to implement decision; not necessarily unanimity, but essential agreement by all.

Please answer the following questions:

A. In general how did the gorup with whom you just worked make decisions?

How did the group know when it had reached a decision?

B. What was the most important decision made by the group?

How was it made?

What was your reaction--thoughts and feelings--at the time? Now?

BRAINSTORMING WITH A GROUP

Brainstorming is a handy method for helping a group to tap its own resources in a short period of time. A few basic ideas help to keep brainstorming sessions productive and rewarding to the participants. Group leaders have suggested the following ground rules for this activity:

- Make the topic clear: write it on something--blackboard, flipchart, newsprint--that is large enough so everyone can read it.
- Write down all suggestions on something the group can see--one idea promotes others.
- Write down all suggestions immediately--do not screen or sort them. Write down "silly" as well as "serious" contributions.
- Write down exact words of the contributor unless it is too long. Then write down shorter statement and modify until contributor agrees with it.
- Move rapidly from one item to the next--do not discuss the value, reality, or other merit of an idea.
- Any discussion must be brief and for clarification of the <u>meaning</u> rather than the <u>worth</u> of an idea.
- Keep things moving as rapidly as possible to encourage freewheeling and new ideas, as well as carefully considered ones.
- Get everybody's ideas in--survey the whole group for contributions rather than only a few vocal persons.
- Have more than one person assist the activity, if possible--a "spotter" or solicitor of ideas, and one or more recorders. For very rapid listening, two sheets of paper or two blackboards with two recorders can be used alternately.
- Set either a time limit or a maximum number of items before you begin. Five minutes may be enough. Ten often is plenty.
- Help the group to understand that they will prioritize or sort and evaluate the ideas <u>after</u> the brainstorming is completed.

Salem Public Schools
COMMUNITY RELATIONS DEPARTMENT

February, 1980

IDEAS FOR MAKING YOUR LOCAL SCHOOL ADVISORY COMMITTEE MORE EFFECTIVE

I. ORGANIZATION OF YOUR LOCAL ADVISORY COMMITTEE

1. Encourage qualified people to join your LOCAL SCHOOL ADVISORY COMMITTEE.
2. Organize the membership of your LSAC in the spring of each school year for the following school year so that you will be able to function as a group by the first of September.
3. Keep your LSAC membership informed as to the role of LSAC's, the COMMUNITY RELATIONS ADVISORY COMMITTEE (CRAC), the School Board, and the school administration.
4. Put a letter of introduction and explanation of the LSAC purpose and functions in the packet of information for parents that the school sends to families at the beginning of the school year.
5. Keep informed about new programs and other changes in your school.
6. Develop a subcommittee structure to deal with various neighborhood/school issues, needs, or programs.
7. Keep your CRAC representative informed of your committee's activities.
8. Schedule time during your fall LSAC meetings to review and study the material that is distributed to you by the CRAC FALL WORKSHOP.
9. Review school/community relations practices in your school and recommend any improvements you feel might be appropriate.
10. Cooperate with other citizen groups when addressing local issues and concerns.
11. Express your views, when appropriate, to City, County, and/or State officials and agencies, including the Oregon Legislature. If you take a stand on an issue, make it clear that you are speaking only for your LOCAL SCHOOL ADVISORY COMMITTEE and not for the School Board or school administration.

II. LSAC MEETINGS

1. Conduct efficient, businesslike but informal meetings.
2. Work with the principal in preparing meeting agendas.
3. Meet regularly at times and places that are convenient for the public to attend.
4. Call advisory group members when they are absent from your meeting to update them.
5. Invite the Superintendent and other District-level administrators to attend one or more of your meetings. Include them on the program.
6. Invite teachers and other staff to join your group.
7. Call parents individually and invite them to your meetings. You might invite a different group each month and give them an opportunity to be heard if they come. Interesting meetings are an incentive for attendance.
8. Invite the Parent Club President and other parent club officers to attend your meetings. Also attend their meetings.
9. Invite teachers to make curriculum presentations at your meetings. Publicize their appearance in advance and invite people to attend.
10. Invite your Board representative to attend your meetings and let people know that he/she will be there.
11. Hold an annual meeting for residents who are new in your school. Tell them about your LSAC and school and make them feel welcome.

III. LSAC ACTIVITIES WITHIN THE SCHOOL AND COMMUNITY

1. Introduce LOCAL SCHOOL ADVISORY COMMITTEE members at every school activity that involves parents and the public.
2. Be visible in and around your school. Use your imagination regarding ways to do it.
3. Visit classes in your school frequently.
4. Survey the public in your attendance area. Compile, report, and follow through on responses.
5. Conduct walking or bus tours of your school and/or neighborhood with local officials to show them unique aspects and/or needs of your community.
6. Encourage local residents to run for elected public offices such as City Council, School Board, etc.
7. Attend School Board meetings whenever possible.
8. Visit other school district facilities: Administration Center, Education Center, Transportation Center, Central Services, and/or other schools.
9. Attend COMMUNITY RELATIONS ADVISORY COMMITTEE (CRAC) meetings whenever possible.
10. Attend a District Budget Committee meeting or two.
11. Sponsor or encourage others to sponsor neighborhood coffees to discuss school topics. Invite the Principal, a Board member, or District administrator as appropriate.
12. Have lunch with students and/or staff periodically.
13. Schedule an annual RECOGNITION event for all school and neighborhood volunteers.

IV. BUDGET MATTERS AND EDUCATIONAL PROGRAMS

1. Study the BUDGET information for your school, give input to the principal as the Budget is prepared, and help explain the budget information to other interested persons in your school attendance area.
2. Share your concerns about the EDUCATIONAL programs of your school with the building principal and work with him/her toward soltuions of problems.
3. Be aware of SAFETY provisions in your school attendance area and work toward the solution to any problems with your school principal, the administration or public agencies which may be involved.

V. NEWSLETTERS

1. If your school does not have a NEWSLETTER, start one or encourage the Parent Club or Principal to do so.
2. Have your school exchange newsletters with other schools so that you can share ideas.
3. Include reports of your activities in your local school newsletter.
4. Put your meeting times and agendas in the school newsletter each month.
5. List the names and phone numbers of LSAC members in each school newsletter.

CHARACTERISTICS OF AN EFFECTIVE GROUP

1. Members do not ignore seriously intended contributions.

People need to know the effect of their remarks if they are to improve the way they participate in the group. When others do not respond, the speaker cannot know whether:

a. they did not understand the remark.

b. they understood it and agreed with it.

c. they understood it but disagreed with it.

d. they understood it but thought it was irrelevant

2. Members check to make sure they know what a speaker means before they agree or disagree with his or her contribution.

Group members should ask "What is it?" before they ask "How do we feel about it?" Group members need to paraphrase, check perceptions, and summarize discussions to clarify their assumptions of what others are saying and feeling.

3. Each member speaks only for himself and lets others speak for themselves.

Each member states reactions as his or her own and does not attribute them to others or give the impression of speaking for others. Each member reports his or her own reactions honestly, so the group can take them into account.

4. All contributions are viewed as belonging to the group, to be used or not as the group decides.

A member who makes a suggestion does not have to defend it. Instead, all accept responsibility for evaluating it as the joint property of the group.

5. All members participate but in different and complementary ways.

While some members work primarily on tasks, others work on improving interpersonal relations. While some members are providing information, others are making sure it is understood and organized, or identifying points of agreement or disagreement. However, each member does not always participate in the same way. Depending on his or her interest in

the task, and on the behavior of the other group members, a member fulfills whatever function is appropriate and necessary.

6. Whenever the group senses it is having trouble getting work done, it tries to find the reason.

Some symptoms of difficulty are excessive hair-splitting, repeating points over and over, failing to consider suggestions, holding private conversations, letting two or three people dominate the discussion, taking sides and refusing to compromise, attacking ideas before they are completely expressed, and participating apathetically. When such symptoms occur, the group needs to shift from working on the task to discussing its own interpersonal processes.

7. The group makes decisions openly rather than by default.

When a group faces an issue, its members must make a decision. They may agree openly to take action or to take no action. On the other hand, they may decide by default to take no action. Deciding by default has the same impact as openly agreeing not to act, but decisions by default are regarded by group members as failures and create tensions among them. A group grows more by openly agreeing not to act than by not acting because they could not agree.

In a productive group, people view each decision as a trial which can be carried out, evaluated, and revised in light of experience. They know that each decision need not be everything-or-nothing and need not last forever. When this kind of group makes a decision which it does not carry out, its members recognize that they really decided not to act. The group openly discusses why the apparent and real decision were not the same. They try to learn why some members agreed with the decision, although they felt no personal commitment to carry it out.

An effective group makes decisions in different ways depending on the kind of issue and the importance of the outcome. The group may vote, delegate the decision to a special subgroup, flip a coin, or require complete consensus. The crucial factor is that the group agree on the way to make each decision.

8. The group brings conflict into the open and deals with it.

The members recognize that conflict is inevitable and that they can decide whether to discuss it openly or disguise it.

9. The group looks upon behavior which hinders its work as happening because the group allows, or even wants, it; not just as the result of having a "problem member."

A person who continually introduces irrelevancies can change the topic only if other members follow that person's lead. Instead of labeling the person as the problem, the group considers it a group problem. They determine why they all let it happen. Perhaps the other members welcome these digressions as a way of avoiding the open conflict which would occur if they stayed on the topic.